

ADDRESS.....
CITY..... STATE.....

**CREATIVE
ACTIVITY MATERIAL
AND IDEAS FOR
CLASSWORK**



WHITE BLACKBOARD WALL OUTLINE MAPS

NO CHALK—NO GRIT—NO DUST—NO WASHING—NO STAINED HANDS OR CLOTHING

APPROVED
BY
LEADING
SCHOOL
BOARDS

•
LOWER
PRICE

•
LONGER
WEAR



USED
IN
TEACHER
TRAINING
SCHOOLS

•
GREATER
VISIBILITY

•
CLEAR
OUTLINES

TO USE WITH COLORED CRAYON—ERASES EASILY WITH A CLOTH

SET OF 7 DOUBLE-MOUNTED MAPS (14 MAPS)

32 x 44 INCHES IN DURABLE SHIPPING-STORAGE CASE

ONLY **\$27.50** PER SET

(TRANSPORTATION EXTRA)

SINGLE MAP PANELS (TWO MAPS ON EACH PANEL) \$4.75

The "White Blackboard" Map is a panel covered with a glass-smooth layer of transparent material on which it is possible to mark with special soft-bodied crayons, and erase marks completely by merely rubbing with a soft cloth. The map lines are underneath the surface and cannot wear off.

The crayons used give specially brilliant effects on the light-colored background, increasing visibility. Erases clean without leaving the smudge or grayness of ordinary blackboards, therefore the next writing is as clear and legible as the last. Favorites with sight-saving classes.

Maps are printed with bold outlines, showing latest boundaries, and have been specially commended in Schools of Education for their clearness.

The crayons used give the surface practically no wear, no grit being used in either crayons or board. On a test board, after covering completely with colored crayon and erasing more than 300 times, there was no perceptible sign of wear. This is more use than most blackboard maps receive in a school year. Will outwear blackboard cloth maps

for the same work done in colors. The surface is not a paint or a treatment, but laminated to the board itself. Edges bound with moisture-proof tape.

Seven different maps in the series, United States, Europe, Asia, Africa, North America, South America and World, two copies of each map being furnished in each set, and mounted two on a panel, with large eyelets for hanging, United States opposite Europe, and so on, making fourteen White Blackboard maps in all in the set. This method of mounting enables one to use both United States maps at one time, or the United States map in one room and the Europe map in another room, all at the same time, and more than doubles the usefulness of the set.

Crayons come in five brilliant colors, red, blue, green, yellow and black and can be blended. One box of crayons free with each set.

Contained in combination shipping-storage cabinet of fluted composition board, hinged cover. Any map may easily be selected. Shipped by express, transportation extra. Shipping wt. 55 lbs.

MAPS ARE MOUNTED ON PANELS AS FOLLOWS

U. S. OPPOSITE EUROPE.....	ORDER BY No. WB1
EUROPE OPPOSITE ASIA.....	" " " WB2
ASIA OPPOSITE WORLD.....	" " " WB3

WORLD OPPOSITE U. S.....	" " " WB4
AFRICA OPPOSITE S. A.....	" " " WB5
S. A. OPPOSITE N. A.....	" " " WB6

N. A. OPPOSITE AFRICA.....ORDER BY No. WB7

CHANGES IN MOUNTING CANNOT BE MADE. STATE MAPS AND OTHERS IN PREPARATION

YOU WILL RECEIVE A FREE ILLUSTRATED FOLDER BY WRITING, DEPT. J

SCHOOL PRODUCTS BUREAU

517 SOUTH JEFFERSON ST.

CHICAGO, ILL.

THREE DIMENSIONAL DIORAMAS

for
GEOGRAPHY READING
SOCIAL STUDIES



11½x10x3½ Inches when finished

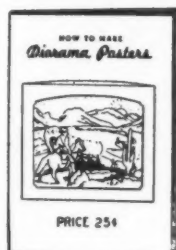
50c PER SET OF
THREE DIORAMAS
MANY SUBJECTS
TO CUT OUT COLOR
AND STAND UP

Send for FREE Illustrated Folder

Junior Arts and Activities

740 RUSH STREET - CHICAGO, ILL.

How to Make the New Three Dimensional DIORAMA POSTERS



A handbook on how to motivate, design
and construct Dioramas from
schoolroom materials

Illustrated. Complete directions for the
design and construction of original Diora-
mas from materials available in every
schoolroom. Chapters on box-type Dioramas,
modeling and construction materials, class-
room and individual projects, suggestions for
nature study, social science, human geography
and habitat groups, historical and descrip-
tive, and many others. Simplified rules of
perspective and museum technique for grade
schools insure satisfactory completion. A
vast new field of illustrative material is
opened to the teacher by this book.

PRICE 25c POSTPAID

JUNIOR ARTS AND ACTIVITIES
740 Rush St., Chicago, Ill.

When You Want To Make Things!

The following inexpensive bulletins
on handcraft will help you in your
arts and crafts program:

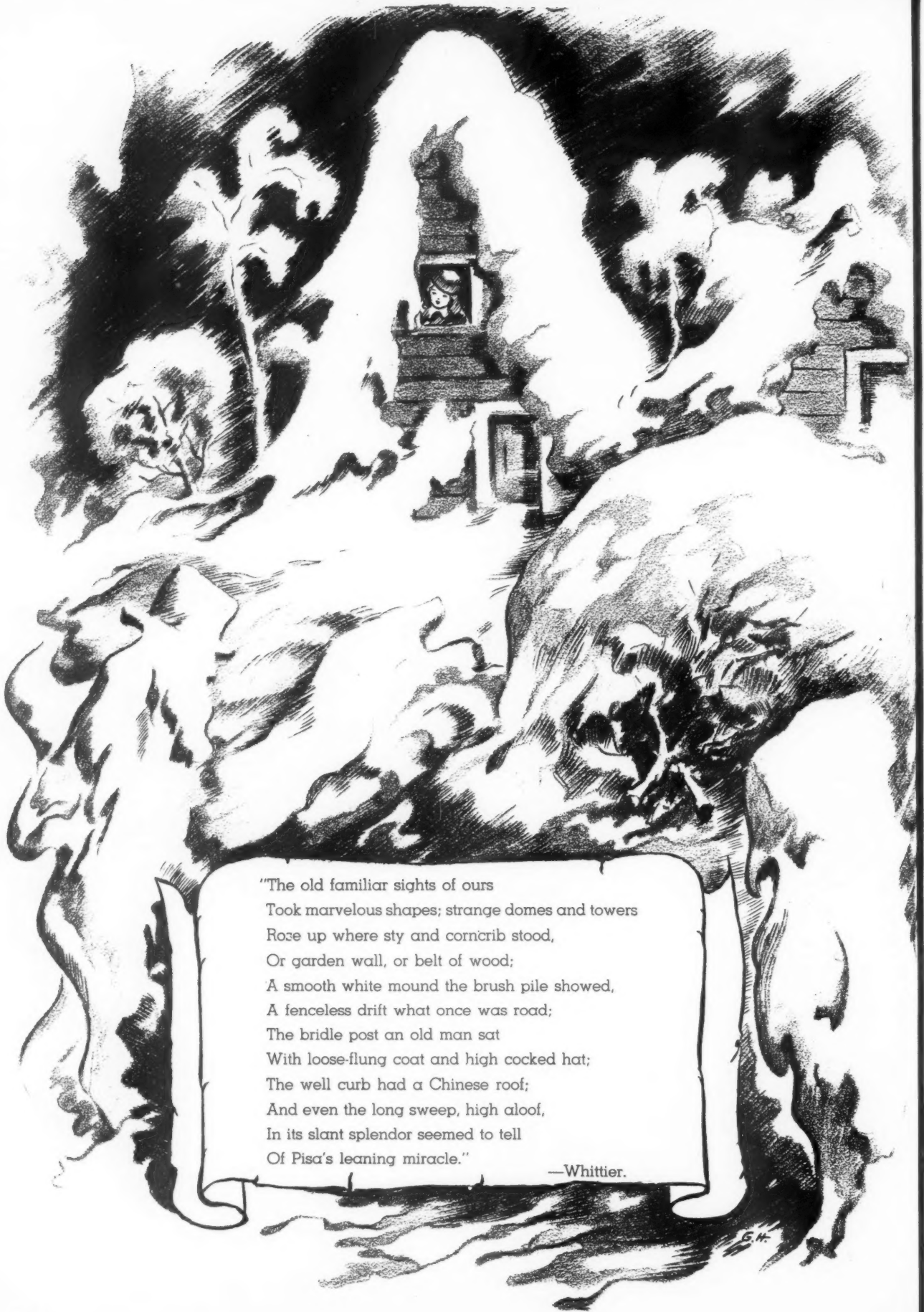
How to Make Marionettes.....	\$.20 each
Inexpensive Puppets10 each
Shadow Puppets, Their Construction, Operation and Stage.....	.10 each
Weaving with Simple Equipment.....	.05 each
Cylinder Weaving05 each
Craft Projects That Can Be Made with Inexpensive and Discarded Materials	.15 each
How to Make and Play a Shepherd Pipe..	.35 each
Fun-to-Make Favors.....	.15 each
Clay Modeling10 each
Directions for Making an Etched German Silver Bracelet10 each
An Indian Bonnet.....	.15 each
Make Your Own Christmas Tree Ornaments	.10 each
A Folding Table for Table Tennis with Directions for Construction.....	.10 each
Arts and Crafts Material.....	.15 each
An Outline Guide in Arts and Crafts Activities at Different Age Levels.....	.10 each
Manufacturers and Distributors of Craft Supplies and Equipment (Partial Listing)	.10 each
Arts and Crafts Book List.....	.10 each

Order from

National Recreation Association

315 FOURTH AVENUE

NEW YORK CITY



"The old familiar sights of ours
Took marvelous shapes; strange domes and towers
Rose up where sty and corncrib stood,
Or garden wall, or belt of wood;
A smooth white mound the brush pile showed,
A fenceless drift what once was road;
The bridle post an old man sat
With loose-flung coat and high cocked hat;
The well curb had a Chinese roof;
And even the long sweep, high aloof,
In its slant splendor seemed to tell
Of Pisa's leaning miracle."

—Whittier.

EDUC

VOLUME 6

NUMBER 4

JANUARY, 1940

EARL J. JONES

EDITOR

ASSISTANT EDITORS

Elizabeth Farmer

Gabriel Hukkala

COVER

ILLUSTRATION

"Sister, sister, let me
in."

from

Grimm's Fairy Tales.

CONTENTS

	Page
Whittier's "Snow Bound".....	2
Editorial	4
Jacob Ludwig Karl Grimm.....	5
Training in Thrift, by <i>Cora Carter</i>	6
Illustration, Money and Coin Chart.....	8
Franklin Scrapbook	9
Thrift Poster	10
Your Bookshelf	11
Admiral Byrd Heads South.....	12
Antarctic Map	13
Illustration	14
The State of Florida, by <i>Dorothy Overheul</i>	15
Product Map and Box Scenery.....	17
1940 Calendar	18
January Travel Quiz, by <i>Claire Vanderplank</i>	19
Folk Lore and Folk Song, by <i>Elizabeth Farmer</i>	20
Illustration, Hansel and Grettel.....	21
Art Boards, Crepe Paper Craft, by <i>Else E. Vogt</i>	22
Seatwork, Number Game, by <i>Mary Elizabeth Smith</i>	23
The Play House, by <i>Harold R. Rice</i>	24
Illustrations	25, 26
Safety Poster	27
Time and the Calendar, by <i>Alice Thompson</i>	28
A Clock and Telling Time.....	29
Travelogue of the Month, Bermuda, by <i>Elizabeth Farmer</i>	30
Illustrations	31
Storybook Sewing Cards.....	32
Dutch Sleigh Ride, by <i>Thelma Moreland</i>	33
Spatterwork, by <i>Doris R. Hanson</i>	34
Teacher's Corner	35
A Happy Day, A Musical Story, by <i>Elizabeth Oberholtzer</i>	36
Books and Authors	37
Music Correlations	38

JUNIOR ARTS AND ACTIVITIES

740 RUSH STREET

CHICAGO, ILLINOIS

Earl J. Jones, Publisher

Published monthly except July and August

Subscription, \$2.00 a year

Canada, \$2.25

Foreign, \$2.50

Copyright 1940 by Earl J. Jones

Entered as second-class matter September 27, 1939, at the post office at Chicago, Illinois,
under the Act of March 3, 1879.



HERO WORSHIP

Many a child has grown to greatness with an ideal in his heart, a hero in his mind.

It used to be that children met their heroes in school, in the pages of their textbooks. The same brave men and women, and many new ones, are still to be found in textbooks, but they have not as strong an attraction for the youth of today.

For modern communication, with its abundance of newsprint and photographs and its popular radio, brings to the attention of today's children events and personalities that are often far from inspirational. Because these personalities are modern, in the public eye and mind and ear, children cannot help but notice and be influenced by them. So the real heroes and heroines of the past are overshadowed by the not-always-heroic present.

But the present holds real heroes, too brave men and women whose deeds will be remembered and respected long after they are gone. We plan to give today's heroes the credit due them now, while they are still alive, while their work is still in progress.

Youth must have heroes; youth must be modern; so we present today's heroes.

In line with this policy we begin in this issue a series of features on Admiral Byrd's Antarctic Expedition. These features will be presented in the popular and practical JUNIOR ARTS AND ACTIVITIES manner — with full page illustrations, projects, accurate information, suggestions and ideas for classroom work and correlation with regular school subjects.

As new heroes arise and are proven, we shall present them, too. By thus featuring what is finest and best of modern times, we shall help our readers in the biggest task that confronts them — to help today's children to be tomorrow's better citizens.

—Editor

JACOB LUDWIG GRIMM

GRIMM'S FAIRY • TALES •

Jacob Ludwig Earl Grimm

1785 - 1863

The research of Jacob Grimm revealed that fairy tales are a reflection of the beliefs of primitive man, a theory accepted by later writers. The two brothers, Wilhelm and Jacob, were learned scholars, but the work of Jacob is considered the most important.



WILHELM
GRIMM



G. HUKKALA

Thrift week comes during the week of Benjamin Franklin's birthday, as he was the great exponent of thrift. Poor Richard said: "Every little makes a mickle," and "Every penny saved is two pence clear." Summing it up he advised: "Save and have." Franklin was born January 17, 1706, and turning the week containing the 17th into Thrift Week began as a World War necessity under the direction of the U.S. Treasury Department. Because it was so worthwhile as a war measure it was continued as a peace enterprise.

The teaching of thrift should include thrift in time, materials, efforts, and health. Opportunity should be provided so these ideas may be carried out in beneficial projects. Discussions may center around earnings which represent more time and effort than the income justifies; around illegal or unethical earnings, such as the selling of cheap merchandise as bargains, and the practices of the racketeer or "chiseler." It should be pointed out that the amount saved is not the important thing, but the habit of saving. Penuriousness and thrift are by no means the same thing. One stands for unnatural discipline and the other a reasonable and regular growth in financial life.

It is interesting to note that the names of three other men born in January have been linked with the financial history of our country. Alexander Hamilton whose birthday falls on January 11, formulated policies which are still followed. Though his efforts to pattern the government of the new republic after that of Great Britain failed largely through the influence of Thomas Jefferson, as first Secretary of the U. S. Treasury he established national credit, the mint, the national bank, and regulation of the currency.

John Hancock, born January 23, a shrewd and successful merchant, gave much of his wealth to charity and was always ready to turn from the making of money to attend the demands made upon him by his country. Robert Morris whose birthday falls on the last day of the month was made financial manager of the Continental Congress at a time when the treasury was empty. In his zeal for the colonial cause he went from door to door in Philadelphia in an effort to borrow money for the government. He himself loaned \$1,500,000 and sent his ships at his own expense to Europe for supplies. He refused the honor of becoming the first Treasurer but worked with Hamilton in building up the nation's credit.

Many elementary schools in teaching thrift have organized a school bank to be managed by the pupils. They incorporate, elect directors, officials, and other employees, sell stock, pur-

TRAINING IN THRIFT

by
CORA CARTER

"All men are not equally qualified for getting money, but it is in the Power of everyone alike to practice this virtue — Thrift."

BENJAMIN FRANKLIN.

chase equipment, keep books, make audits, pay dividends, retire bonds, and publish reports. The following information may be of value in the supervision of such a project:

1. There are two general classes of banks, commercial and savings.

(a) Commercial banks: national, state, private, trust companies. Banks are regulated by federal or state laws, and their books are examined by federal or state bank examiners.

(b) A national bank is one which secures from the national government the right to carry on business; a state bank secures the right from the state in which it is located.

(c) Federal Reserve Banks of the United States are bankers' banks, not dealing directly with the public and located in twelve Federal Reserve districts. Every national bank is required to subscribe 6% of its capital to the stock of the Federal Reserve Bank of its district.

2. A checking account provides a safe place to put money and a convenient way of paying bills; a savings account pays interest for the money deposited. A signature card is a protection against forgery. A bank book is one in which the teller records the date and the amount of money deposited. These entries are receipts of your deposits. A bank book should always be presented when making a deposit. A deposit slip records who made the deposit, when it was made and that the amount was deposited in coin, currency, or checks, the total amount being noted. The receiving teller keeps a deposit slip for the bank's records.

3. The signature on your check should be the same as on your signature card. The amount should be written in both figures and words. Why is a waved line put after the amount in words? For the same reason no space should be left between the dollar sign and the

figures. The check should always be written in ink and the amount be written on the stub. Never sign blank checks.

(a) If a check is written calling for more than you have in the bank, your account is overdrawn. This can be prevented by keeping a careful account on the stubs of the check book. When a check is cashed, the bank marks it paid and returns it along with the statement. It is against the law to write a check for more money than you have on deposit. In writing a check to yourself, it may be made out to self, cash, or own name.

4. Why do people borrow money? Is a farmer justified in borrowing money needed in gathering his crops? Is one justified in borrowing money to use for pleasure alone? In order to borrow one usually has to furnish collateral. These items consist of stocks, bonds, mortgages which become the property of the owner again on payment of the loan. The person who promises to pay back the money by signing a note is called the maker of the note and the one who holds it, the payee. The person to whom it is made out must endorse it by writing his name across the back before it is discounted. In order to secure a note the borrower must be known as honest in business dealings and able to pay the note when due. The sum of money borrowed is called the face of the note. The date on which a promissory note is due and must be paid is called the date of maturity. Interest which is paid in advance on a note is called bank discount.

5. Transmitting money.

Sending money to distant places may be by check or bank draft, registered mail, postal money order, express money order, or telegraph and cable. Bank drafts are widely used in business. Large sums of money, particularly gold, are shipped by express. In case of an emergency, it is possible to send money by telegraph; the rates are higher than those for postal or express money orders but it is the quickest though most expensive way. One hundred dollars is the largest amount which can be sent by money order.

6. Investing.

Some of the methods are: Depositing money in the bank, in building and loan associations, by buying bonds which are really mortgages on a business, buying stocks which are shares in a business, by lending money on mortgages, real estate and personal property. To whom should you go for advice in investing?

The four basic principles of good investment are security, stability of income, marketability, and liquidity. What is the difference between investing and speculating? Is taking out life

insurance a good investment? Health and accident insurance? Fire insurance?

The above unit is too advanced for the younger pupils but a few of the possibilities may be understood. The play store in primary grades where play money is used can lead to the depositing and drawing out of money from a play bank. (See January, 1939, issue, p. 5 and 7) Because as an adult he has to earn, lessons on thrift should teach the child that parents should not be expected to provide everything, and include discussions on how to earn something in ways that are honest and suited to their age. Saving should be stressed in terms of keeping something, not only money, but health, reputation, and friends. Do animals save? (See unit on Fur Bearing Animals, October issue, 1939) Time can be saved by not misplacing articles, not being tardy, paying attention, and getting lessons. How can clothes be saved? How can school materials be made to last longer??

Certain phases of investments in personality are applicable in primary grades by checking up on the following: Clean hands, clean teeth, shined shoes, unspotted clothes, neat school papers, good books, correct speech and good manners, and good sportsmanship in play and recreations. Is it a good investment to buy what is not needed just because you want it? Is it a poor investment if the article gives pleasure? Why do people give presents? Can one give something that does not take money to buy? Be sure to always give what the person wants.

Activities:

Make a Thrift Booklet featuring the life of Benjamin Franklin; (see p. 9) include pertinent facts taken from the lives of other great men. For the bulletin board include original slogans, (see p. 10) quotations, and creative verse. Older pupils might make a budget, including such items as clothing, food, savings, education, books, recreation and other items.

Younger pupils can make booklets (see p. 8) or charts based on the following survey of money forms:

Barter: Goods used for money.

Anything which one person had and another needed was traded — claws and tusks of animals, grain, livestock, furs, salt, shells, even large stone cart wheels — things to use for ornaments, for food, and for use in religious observances. Fisherman, as in Newfoundland, used dried codfish; the West Indies used sugar; Russia, furs and salt; Scotland, iron nails; and African tribes, salt which is still used in trade. Here in America, wampum, rice, tobacco, fish, corn, and beaver-skins were early mediums of exchange. During the depression, the United States traded wheat for coffee from Brazil and

through the Emergency Exchange Association, products of the farm were bartered for city manufactured goods.

Metal:

After the discovery of metals, in Greece, copper pots were replaced as a medium of exchange by weights or bars of copper (oboli) and Mediterranean races began to use lumps of iron, bronze, and silver. The Greeks hammered their strips of copper into the shape of an ox-hide. The common people in Egypt continued to barter but the priests and nobles made metal into large silver or gold rings, or bracelets like our keyrings (baugs); Caesar found similar rings in Britain and Gaul. The shekels mentioned in the Bible were lumps of silver and gold weighed in payment for goods. China modeled brass pieces to look like a shirt, knife, or hoe, then developed the round coin, (cash) which still circulates.

Coinages

Between 650 and 700 B.C. lumps of metal were stamped to show a certain weight and purity. King Croesus of Lydia was the first to coin money. (Hence: "Rich as Croesus.") Other rulers took over coinage and guaranteed the weight so merchants need not use scales. The coins were stamped with mediums of exchange, such as an olive sprig, a tortoise, fish, cattle, and other designs showing products. Coins soon began to be minted in a round flat shape.

The beauty of the ancient Greek coins have seldom been equaled. The Romans were slower in improving coinage, but to them we owe our word "mint" coming from a word meaning the place where currency was made, in Rome this was the Temple of Moneta (Juno).

The first dollar was struck in Bohemia, the thaler. Sweden made a four-dollar piece of copper which weighed sixteen pounds, and an eight-dollar one weighing twice as much and being twelve inches by twenty-four in size. The "pieces of eight" of pirate fame were Spanish coins on which was stamped a design showing the pillars of Hercules in the Straits of Gibraltar; between them was a crown resting on two hemispheres and to show Spain owned colonies in the New World, held this motto: "Utraque Unum" (Two made One). Some say that our dollar sign comes from the pillared design. Curious money is the tree with tin coins which are broken off the stem as used; it is in Malacca, near Singapore.

Paper Currency:

In Babylon, pieces of leather were stamped with promises to pay a fixed weight of metal. China had a foot square of deerskin parchment exchangeable for metal and Marco Polo described a paper note made from bark

of the mulberry tree, about 9"x12", stamped with different values.

In Europe, highway robbers in early days made paper money a necessity. A tradesman deposited his gold with a goldsmith who had vaults for his precious metals, and received a signed paper as a receipt. The goldsmiths' notes took the place of the metal for which they stood. The governments tried the same thing, and banks having moneys in their keeping came to print paper bills. In the United States there are giant vaults filled with silver while paper certificates circulate; these are in San Francisco, New York, and Denver, and at West Point. The Government's gold is hidden near Fort Knox in Kentucky and in the other cities mentioned above. Congress has passed laws making it a crime for private citizens to own gold to be used as money. You must sell it to the Treasury and if you bring 13.7 grains of gold you receive one dollar. These grains of gold are called the "gold content" of a dollar. When we speak of the gold standard we mean our standard dollar is equal to this weight of gold, 13.7 grains.

Control of Money in United States:

The Government has the following officials: Secretary of the Treasury who heads the Treasury Department which issues coins and bills, collects taxes, borrows money, and handles Government salaries. Chief of the Bureau of the Mint which makes our coins. The Director of the Bureau of Engraving and Printing which produces the nation's paper money. Members of the U.S. Congress which passes all laws relating to the country's currency.

Primary children might make a chart of our country's money: *The cent*—bears Lincoln's head made of bronze. (Cent is the correct word, not penny) *The nickle*—worth 5 cents—made mostly of nickel—bears Liberty head, buffalo-Indian, Jefferson-Monticello. (By law a change in a design can only be made every 25 years, so the Jefferson piece will gradually replace older pieces being withdrawn.)

Dime—worth ten cents—made of silver—bears head of Liberty.

Quarter and Half Dollar—made of silver—bear various poses of eagle and Goddess of Freedom—bust of Washington.

Dollar—worth 100 cents—made of silver—none minted since 1935.

The following Materials for schools on Thrift may be obtained from: U.S. Treasury Dept., Gov't Savings System, Washington, D.C.—Nat'l Headquarters of Y.M.C.A., 347 Madison Ave., New York City — American Bankers' Association, 5 Nassau St., New York City, Savings Bank Section. Consult your local bank.



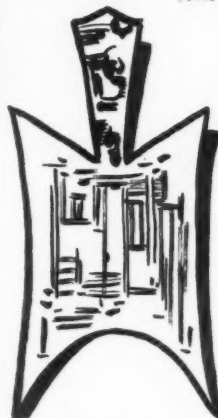
COPPER FOUR-DALER
OF SWEDEN, 1738
WEIGHED 16 POUNDS



EARLIEST SILVER
COIN MADE ABOUT
650 B.C.



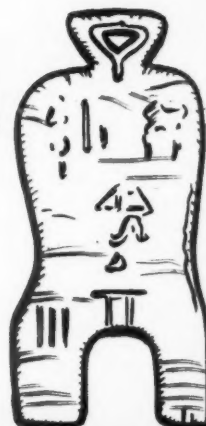
KNIFE MONEY



ANCIENT CHINESE MONEY



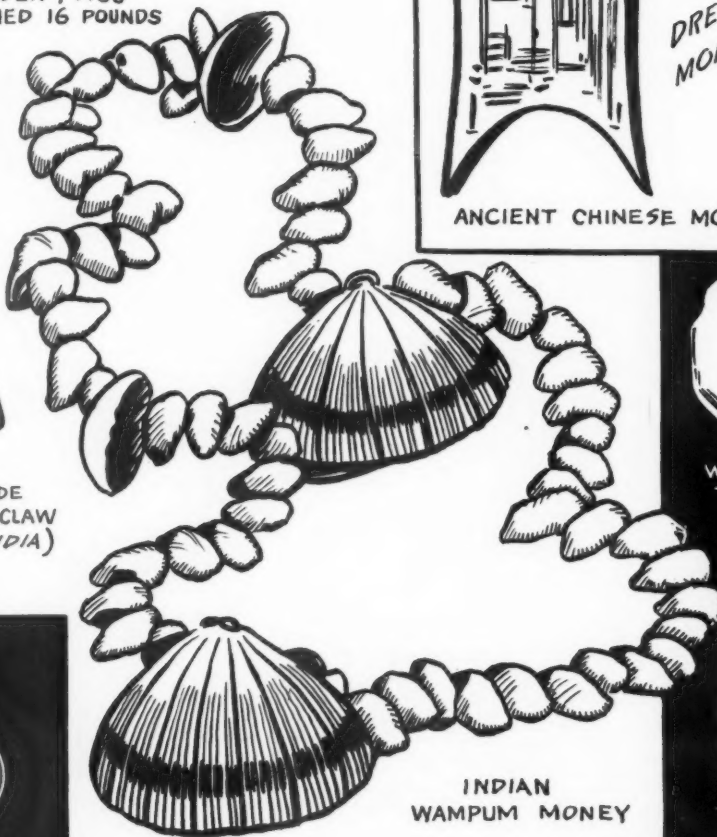
DRESS
MONEY



NEW ENGLAND'S
PINE TREE SHILLING



MONEY MADE
OF TIGER'S CLAW
(ANCIENT INDIA)



INDIAN
WAMPUM MONEY



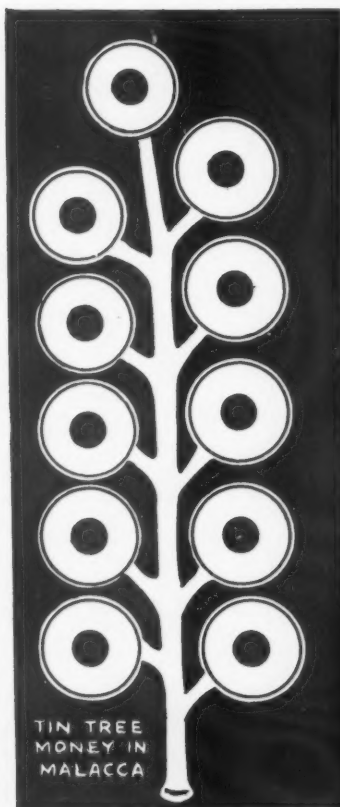
WHALE'S
TOOTH



MONEY USED
IN ANCIENT
ALASKA



SPANISH PIECES OF EIGHT



TIN TREE
MONEY IN
MALACCA



ANCIENT BRONZE
RING MONEY OF EGYPT



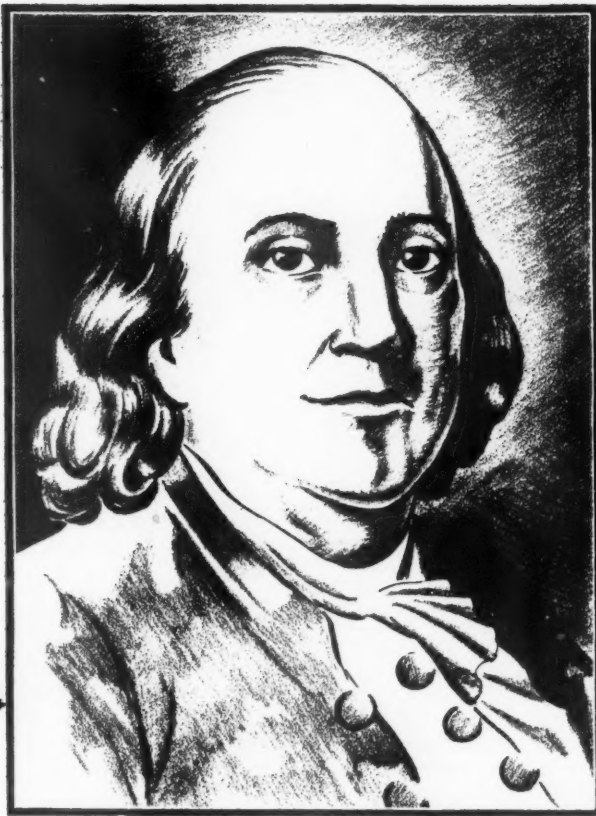
SHEKEL OF ISRAEL

.. COIN CHART ..

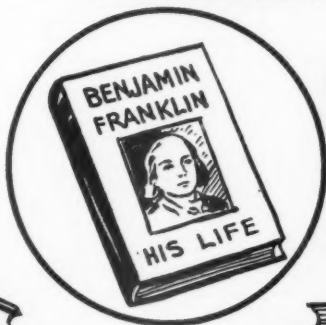




STIRRING
THE SOAP
KETTLE



ELECTRICAL EXPERIMENT



AS A NEWSPAPERMAN

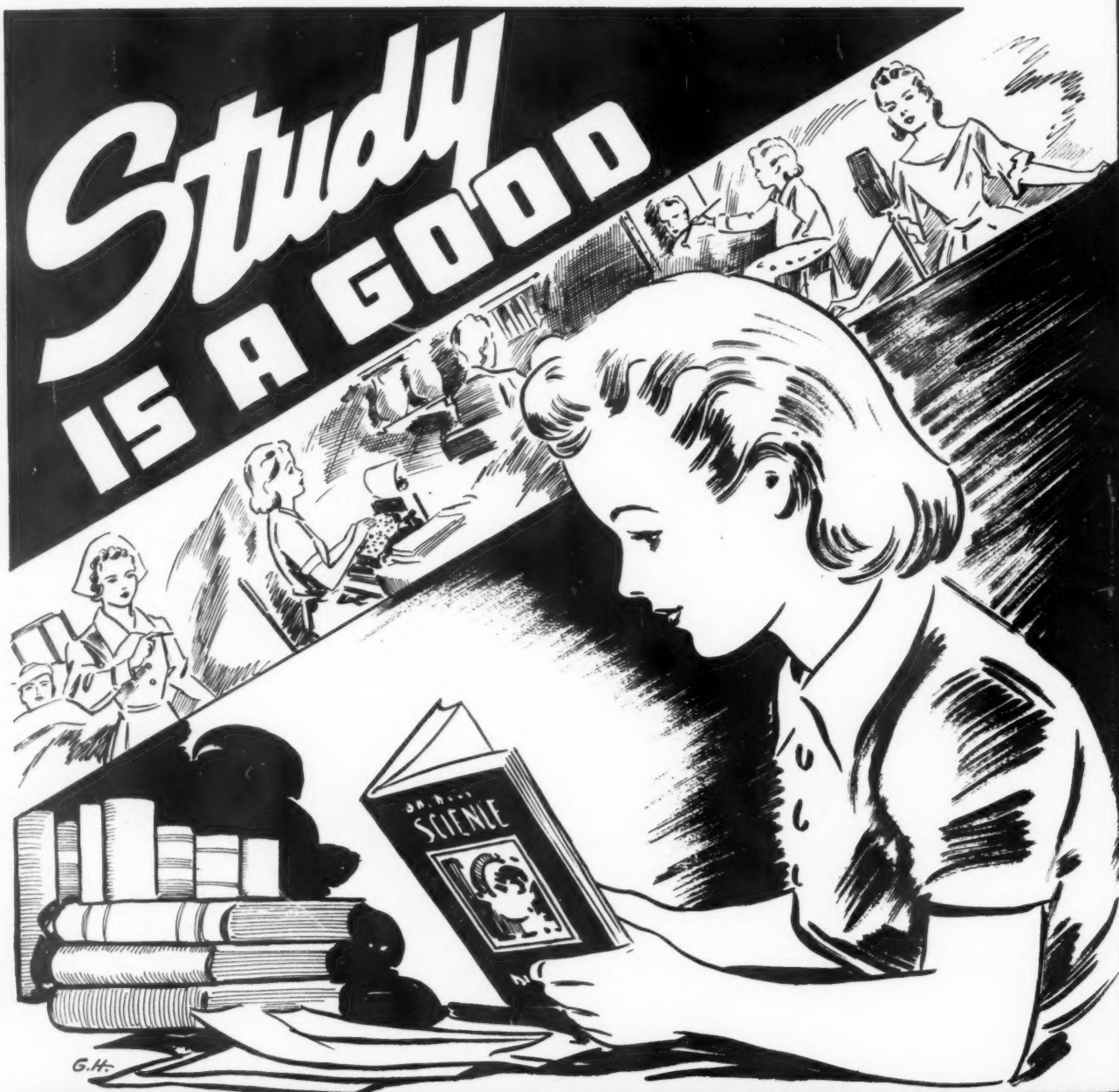


AT THE
PRINTING
PRESS



AMERICAN
REVOLUTION PEACE
NEGOTIATIONS

G. HUKKALA



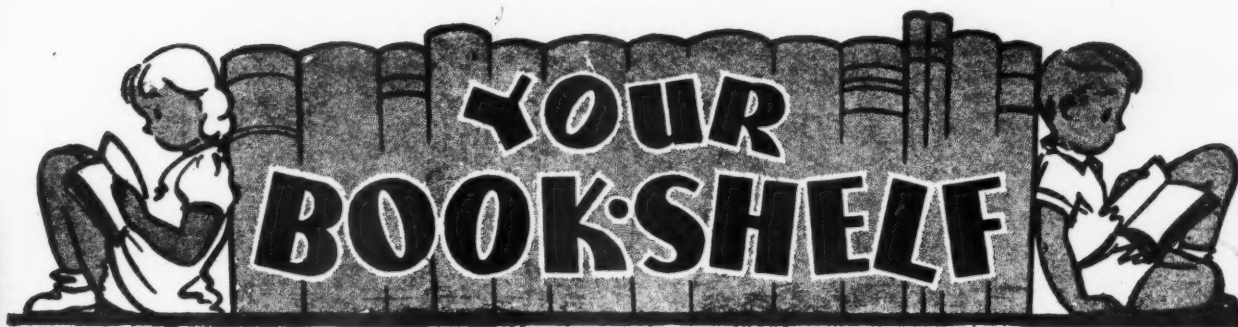
INVESTMENT



THRIFT WEEK POSTERS

Develop similar posters built around thrift slogans as featured above. List other professions in which success is the result of study. Spending, earning, investing, and giving are all a part of the study of Thrift. Formulate a creed or motto and make an attractive decoration





YOUR BOOKSHELF

"All books for children, aside from the emptiest of narratives or an A,B,C; teach inevitably some idea, some philosophy of life. . . Whatever is read, however it is written, children's literature must be regarded as a prime factor in civilization."

H. S. Canby.

Designed with emphasis on a child's growth in reading, *Let's Read!* by Holland Roberts, Helen Rand, George Murphy, and Nellie Appy, contains stories selected by young people on the basis of their own interests. At the end of the selections are objective tests and questions to be used as a check on comprehension. Individual and group activity projects are also included to establish reading habits and skills in solving problems. Provision is made for the development of reading speed. Care has been taken in checking the vocabulary against word lists so none of the original color of the selections has been destroyed in making them more simple for young readers. Attractive pictures are included and the make-up is modern, the gold cloth binding being water resistant. This volume is one in a series of graded selections. (Henry Holt and Company, New York. 330 pages. \$1.28).

Most timely for the observance of Thrift Week is *Our Country's Money*, by Frederic Majer. Aside from giving the history of money he tells the story of how money is made and put into circulation. There are more than seventy-five photographs, some full page, showing ancient money, articles used for money, and the working of the press rooms and vaults of the United States Government. It is listed for boys and girls from twelve to fourteen years of age but the primary teacher will find it helpful in planning the work to be covered during this period of the year. There is a fine photograph of the first Secretary of the Treasury and of the Treasury itself, with the history of other countries included in the chapters on the first money and on how money grows up.

(Thomas Y. Crowell Company, New York. 121 pages. \$2.00).

For those who by means of imaginary journeys prefer to travel to pleasure islands on our West coast, *Children of*

Hawaii, by Alida Visscher Shinn, will prove delightful. Patsy sailed from San Francisco on an ocean liner to visit friends in Honolulu on the island of Oahu. Full page photographs in brown with endpaper map and smaller pictures at the bottom of each page, in yellow and brown, should make the book most attractive to children. They tell the story of Patsy's visit in pictures but there is entertaining descriptive matter given in simple words. Some Hawaiian words are included in the book. The decorations are by Jimmy Thompson. The author who formerly taught in Honolulu and is now on the faculty of the Evanston National College of Education has given the narrative a dramatic quality though the subject matter is informative. It is dedicated to the children of Hawaii and all others who want to know them.

(David McKay Company, Philadelphia. 40 pages. 50c).

With travel abroad prohibited, interest in the children across the oceans should be kept alive by means of books. *Come to France*, by Dorothy Gordon and John J. Loftus has songs to sing, a radio play to give, and many suggestions on how to study France. One of the authors is consultant on children's programs for the National Broadcasting Company and the other is a New York City educator, so the usefulness of the book to teachers is evident. In the course of the story the child life of the country is pictured with the picturesque scenes and customs described by means of a trip taken by two children through the provinces of France and to Paris. Incidentally, the radio play is a French folk tale written down by Charles Perrault. It is Cinderella, appropriate for the fairy tale assembly program.

(American Book Company, New York. 170 pages. \$.72).

For a collection of other folk tales, *Perrault's Fairy Tales* has been illustrated with eight colored plates by Charles Robinson in a series of *Tales For Children From Many Lands*, edited by F. C. Tilney. They are told in a way that will satisfy childish critics.

(E. P. Dutton & Co., Inc., New York, \$1.00).

Who should know more about Franklin than Franklin himself. His *Autobiography*, edited with study and teaching equipment by William N. Otto, and illustrated in color and in black and white, may be had in a complete edition or in parts. *Poor Richard's Almanac* with biographical sketch and notes is also available in an inexpensive form. (\$.32).

(Houghton Mifflin Company, 286 pages. \$2.00. School edition. \$.72).

With the birthday of Robert E. Lee falling on January 19, teachers in higher grades may be interested in his biography. *Life of Robert E. Lee For Boys and Girls*, by Hamilton and Hamilton, gives a dignified account of this great American who after he laid aside his sword when his cause was lost showed a special quality of soul. At this time particularly, children should be shown that the heroism which manifests itself without the pomp of uniforms, the flutter of flags and the stir of martial music marks the highest type of citizen.

(Houghton Mifflin Company. 230 pages. \$1.75).

Here is a humorous story about a penguin who came up from the South Pole when a cake of ice broke off and floated away. After he had learned many things hitherto unknown to one who had always lived in the icy surroundings of the Antarctic, he returned to his original haunts. *Well, About The Penguin*, by Price Day, is illustrated by the author with drawings which gives the brief little story a touch of comedy.

(Simon & Schuster, New York, Unpaged. \$.75).

"Once upon a time" and "They lived happily ever after" will never lose their charm for childish ears. Another edition has been added to the many collections of Grimm's Fairy Tales because Miss Wanda Gág has just the rich imagination necessary to illustrate fairy tales the way a child would wish to have them pictured. *Tales From Grimm*, Introduction by Wanda Gág, contains old favorites and several others, equally delightful, but seldom featured in English translations.

(Coward-McCann, Inc., New York. 256 pages. \$2.00).

ADMIRAL BYRD

- - - HEADS SOUTH

Thrilling things are happening today which hold the sturdy realities of brave deeds performed by our pioneer forefathers. The courage and painstaking endeavor which enter into these happenings should better fit the children of today to meet the chaotic future. The American Indian was brave and in a Chippewa "Song of Greatness" (translated by Mary Austin) we learn one reason for their bravery:

"When I hear the people
Praising great ones,
Then I know that I too
Shall be esteemed,
I too, when my time comes
Shall do mightily."

When Admiral Richard E. Byrd heads south to Antarctica carrying the flag of the Adventurers' club of Chicago, he adds another incident to a record of high adventure which should inspire every child of school age. Few know that he circled the world alone when only twelve years old, and that after graduating at Annapolis, he helped to put down two revolutions in the West Indies. He has been officially cited for bravery twenty times, at least, and received the four highest medals with which our country awards honor, life saving, distinguished service, and promotion of aviation. But as his friend Fitzhugh Green, who has written a book about him, says: "The nicest part of it all is that the greater he becomes the simpler he seems to grow . . . Only a great man is big enough to survive the plaudits of the world and still be the same natural person he was before Fame smiled on him."

There is a list of men who have gone to the "very bottom of the world," before. But, it was Admiral Byrd who first colonized a portion of the Antarctic. Seven nations have laid siege to the region of barren snow wastes. Three have made official claims, Great Britain, France, and Norway; while four others, Germany, Australia, New Zealand, and the United States have claims arising from private expeditions. It is to validate these American claims that the official expedition of the present time is sent southward. This is not a personal expedition but a national one made possible by the President and resolution of Congress, and is sent out under Rear Admiral Richard E. Byrd, U.S.N. as Commanding Officer. President Roosevelt also appointed a Coordinating Committee of prominent men to

serve in an advisory capacity.

While the north polar region was found to be a sea of ice floes, the plateau of the Antarctic is land. On this expedition the land will be studied and a positive claim will be staked out. Cartographers, geologists, meteorologists, and other scientific men are among the one hundred and twenty-five who start out to consolidate the claims of this nation. Sixty-three of this number will remain, staying at two bases, the West Base near the site of Little America and the East Base which will probably be established in the vicinity of Alexander Land, almost due south of Cape Horn, or at some westward point to be determined later. The idea of colonization depends upon what Congress appropriates; it is planned that the men remain five or six years to substantiate the claims to the area discovered. The men will be relieved by newcomers each year, as one winter of contending against driving snows in the teeth of winds so strong it is hard to stand up against them, is about all a man can undergo.

Special studies will be made to determine the effect of low temperatures and other conditions found in the Antarctic upon the human body. At least fifteen different branches of science will profit by the data and observations to be made, and it is hoped some unknown areas will be discovered. Attempts by airplane, ship, tractor, and dog sledge will be made to chart the thousand miles of unknown coastline. The chief value of the development, it is thought, will be along aviation lines so a good plane route from the Americas to Australia, if established, will cut the risk of long water flights.

Because the Antarctic region was once tropical back in the carboniferous period, covered with vegetation and animals, there may be coal beneath the snows. Judging by previous experiences with frozen tractors and other hardships connected with a temperature of 60 degrees below zero, Admiral Byrd expressed doubts to reporters that if coal were discovered, it could be mined.

The Wilkes expedition was the first and only American expedition to the Antarctic prior to Admiral Byrd's explorations in 1928-'29. Amundsen had established a base in 1911-'12, at the ice-bound Bay of Whales, and this neighborhood was chosen for Little America, the wintering station comprising a cluster of houses and huts. Two Antarctic voyages had been made

by Captain Cook in 1772-'75, but their main purpose was a search for the continent. When Admiral Byrd flew over the imaginary point called the South Pole, he opened the trap door of the plane and dropped a small American flag weighted with a stone from Floyd Bennett's grave at Arlington. In honor of Amundsen he carried the Norwegian flag, and in honor of Scott, who had perished on his way back, the British flag; the French flag was taken in token of the friendship shown the transatlantic flyers. Of Scott, in a narrative of his flight, Admiral Byrd wrote: "That great soul who had shown that there are things more important than life and who in failure won immortal success."

From the communication angle, the third Byrd Antarctic expedition is thoroughly equipped. It is provided with the most powerful radio equipment ever taken to the Antarctic regions, thirty-eight transmitters now aboard the *North Star*, with innumerable replacement parts. There are special radio "trial" transmitters to keep the dog teams in touch by code with the bases. The outside world is expecting to get direct news from Little America instead of by relays as in the past.

Admiral Byrd supervised the departure of the two ships from the Army Base, South Boston, Massachusetts, in November, and met his flagship, *North Star*, at a later date, at Cristobal, Canal Zone. The last touch with civilization will be at New Zealand where they refuel. Facing a stiff wind filled with snow, the *North Star* sailed first. It was followed by the barkentine-rigged *Bear* which the Admiral used on his last expedition. It also sailed in a swirling snow storm.

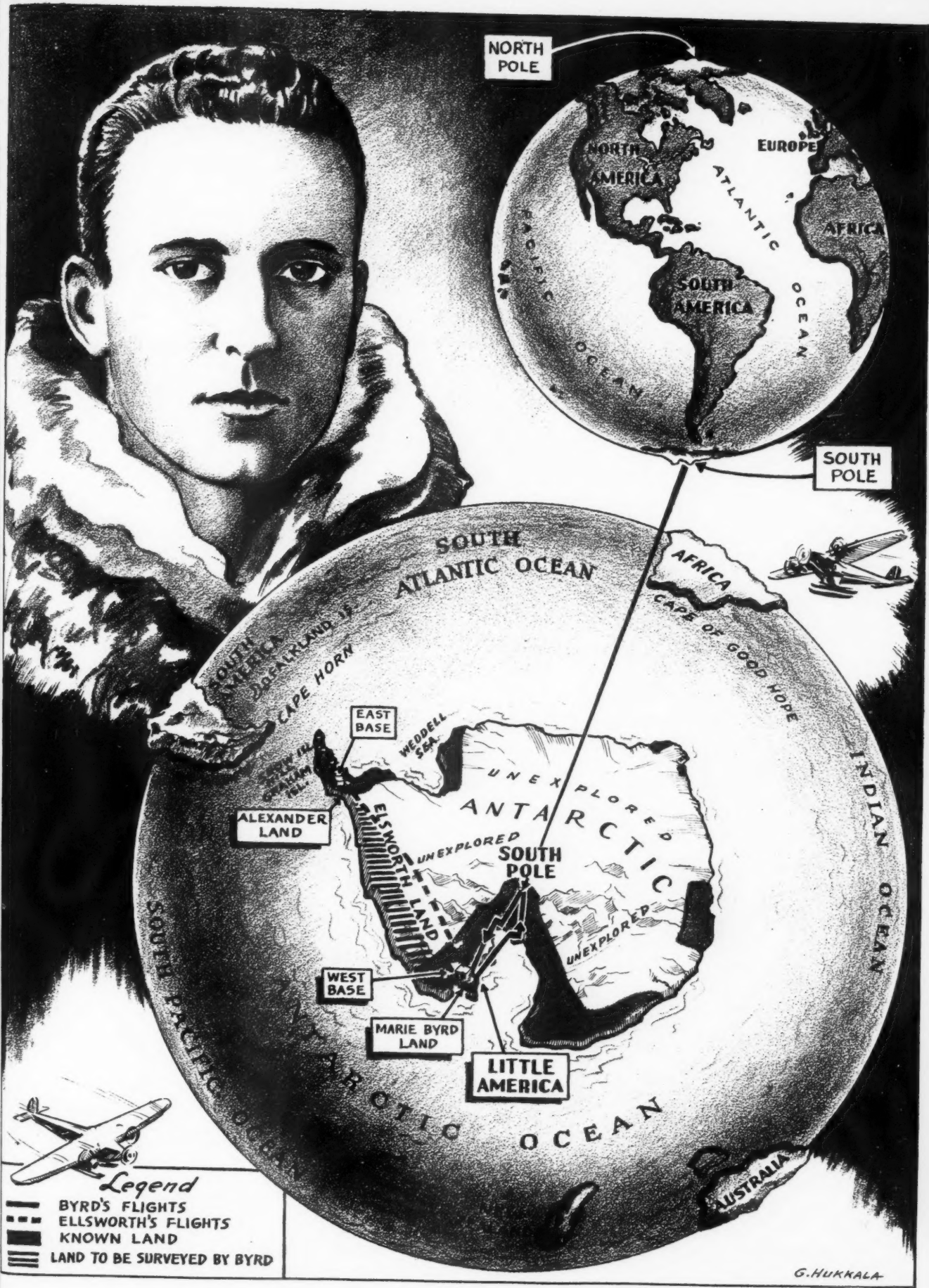
Lashed to the deck rails were one hundred and forty huskies yelping as they strained at their chains. Undoubtedly, the spirit of the faithful little dog, Igloo, was present when they sailed. For five years before his death, Igloo shared his master's adventures in polar regions. There was a stop-over at Philadelphia while the great snow cruiser, *Penguin I*, was made more secure. This is a 75,000 pound oil-burning snow cruiser, designed and loaned to the Government by the Research Foundation of Armour Institute of Technology, Chicago. It is powered by two 150 horse power Diesel motors. Twenty-four trail tents were taken, to be set up where courage and weather will permit. These are a brilliant orange in color so they will be visible against the white wastes. Four airplanes, two army tanks, two tractors, and games and books were also aboard the ships. For eighteen months these men will be ice-bound twelve thousand miles from home.

their
the
flew
the
door
small
stone
ling-
carried
or of
way
a flag
dship
Of
Ad-
soul
things
no in

e, the
on is
vided
quip-
arctic
now
mer-
are
s to
code
ld is
Lit-
as in

e de-
the
achu-
flag-
e, at
couch
Zea-
stiff
Star
y the
e Ad-
n. It
orm.

e one
ng as
Un-
thful
when
e his
s ad-
was
e the
was
5,000
e de-
ment
Ar-
Chi-
horse
trail
where
These
they
white
army
and
For
e ice-
from





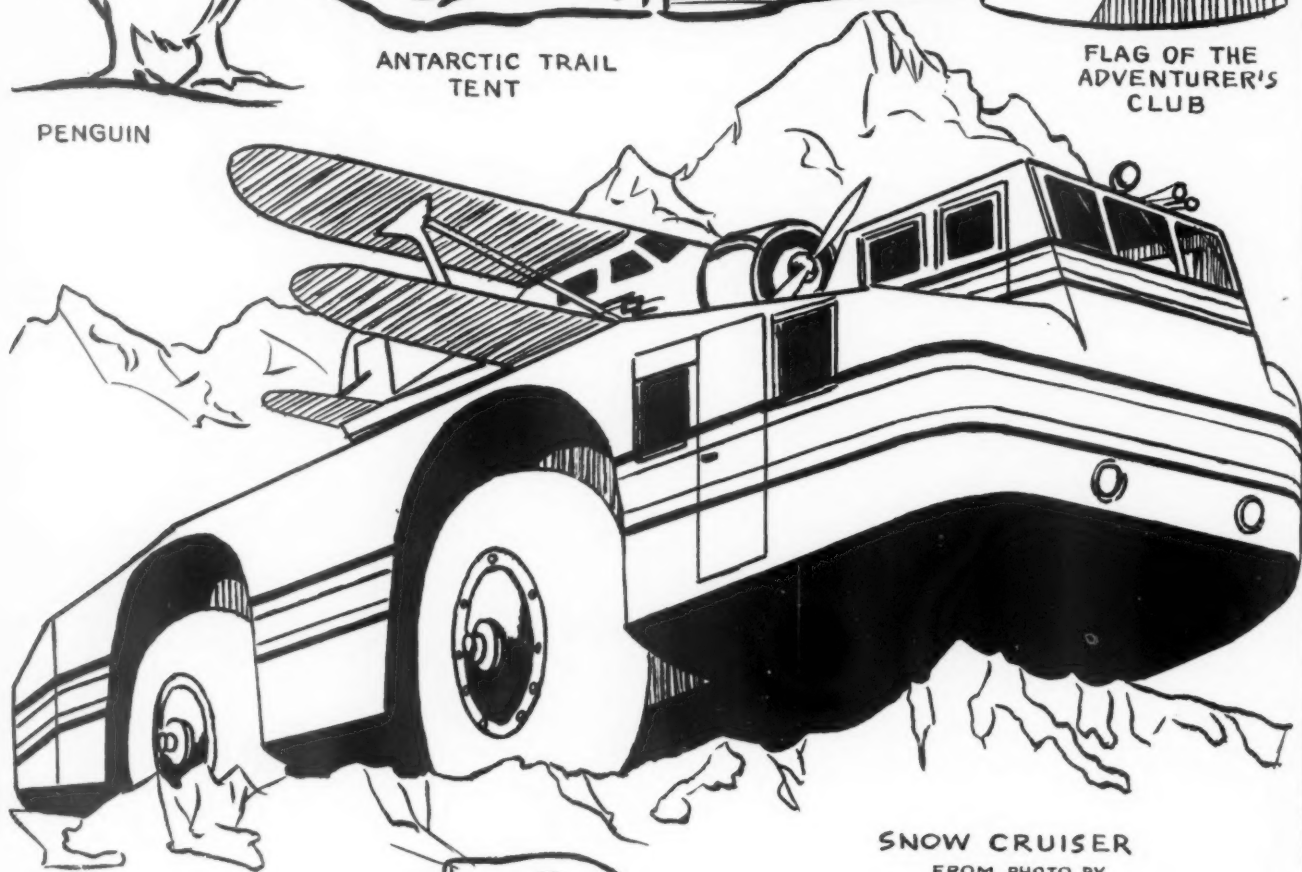
PENGUIN



ANTARCTIC TRAIL
TENT



FLAG OF THE
ADVENTURER'S
CLUB



SNOW CRUISER

FROM PHOTO BY
RESEARCH FOUNDATION OF
ARMOUR INSTITUTE OF TECH.



ANTARCTIC SEAL



THE STATE OF FLORIDA and THE OLDEST CITY IN THE UNITED STATES

by
DOROTHY OVERHEUL
Marshall, Michigan

The pupils in my sixth grade class were studying about the oldest city in the United States, St. Augustine, Florida. One student had spent a winter in Florida and told many things that aroused interest. As a result, the class decided that they wanted to know more about the state. I prepared the following outline of the unit:

Approach:

1. Choose one pupil as chairman.
2. Write to various cities for materials.
3. Have one group make a map 4'x3', locating citrus fruit regions, Everglades, sponge industry, Seminole Indians, strawberry market at Plant City, and the important tourist cities.
4. Have pupils collect such things as sponges, seaweeds, shells, post card views of cocoanut palms and various trees of the state, cocoanuts, pine-needle baskets, Spanish moss, etc.
5. Borrow rubber tree and palm tree from a florist, and an alligator caught in the Everglades.

Procedure:

1. The chairman gave each pupil a special report to be given in two weeks. Different pupils wrote to these addresses for materials:

"Citrus Fruit Growing in Florida", Dept. of Agriculture, Tallahassee, Florida.

"Florida Fruits and Vegetables", Dept. of Agriculture, Tallahassee, Florida.

"World's Largest Winter Strawberry Market", Plant City, Florida.

"Maps and Points of Interest of St. Augustine", St. Augustine, Florida, Chamber of Commerce.

"Longleaf Pine Primer", U. S. Dept. of Agriculture, Washington, D.C.

"Forest Trees of Florida", The Florida Forestry Association, Jacksonville, Florida.

"Florida Forest and Park Service", Tallahassee, Florida.

"Singing Tower", Care Chamber of Commerce, Lake Wales, Florida.

2. Arranged displays of citrus fruits, oranges, grapefruit, lemons, limes, and tangerines.

3. Asked different people who had spent winters in Florida to give talks.

4. Children located Florida on map and discussed what they thought the plant life, animal life, and human life would be due to location.

5. One child brought copy of National Geographic Magazine showing colored picture of the "Singing Tower" at Iron Mountain, the gift of Edward W. Bok, with its carillon blending with the songs of the birds in whose sanctuary it stands.

6. Bulletins on insects and diseases of citrus were obtained from the Florida Agricultural Experiment Station, Gainesville, Florida, and the U. S. Dept. of Agriculture, Washington, D.C.

Preview and outline of subject matter:

1. Physical features:

Its area is large enough to hold Maine, New Hampshire, Vermont, and Connecticut and its coast line is twice as long as that of any other state except California. It is an unusually level country. It is said to have as many as 30,000 lakes while the Everglades comprise more than 5000 square miles of lakes, streams, marshlands and

cypress swamps. There are several large rivers and the famous Suwannee River is located in the northern part. There are many subterranean springs, coral keys, and beaches.

2. *Climate:* This is Florida's greatest asset, both for attracting tourists and for producing special products. Only occasionally does frost prove disastrous to fruit.

3. *Products:* Citrus and other fruits; vegetables, rice, peanuts, tobacco, sugar cane, cotton, and corn. Lumber, turpentine, and resin. Cattle and swine. Phosphates, limestone, and fuller's earth. Fish, oysters, and sponges.

4. *Government:* Was admitted to the Union in 1845, its constitution dating from 1886. Capital, Tallahassee. The governor is elected for four years and cannot succeed himself. For local government the state is divided into sixty-three counties.

5. *Education:* State University at Gainesville; State College for Women at Tallahassee, also Agricultural and Mechanical College for Negroes; John B. Stetson University at DeLand; Rollins College at Winter Park; Southern College at Lakeland.

6. *History:* Discovered by Ponce de Leon, a Spaniard, one who accompanied Columbus on his second voyage to America. Sailing from Puerto Rico he landed at a spot near St. Augustine on Easter Day, March 27, 1513, seeking the Fountain of Youth. The Spanish name for Easter is "Feast of Flowers" (Pascua Florida) so this new land was given the name of Florida by

Ponce de Leon. Not until 1565 was a permanent settlement made when Menendez founded St. Augustine. Three years before, French Huguenots had founded a colony on the St. John, Fort Caroline. They had no legal right to settle on Spanish territory and were massacred by the Spaniards, ending French attempts to colonize Florida.

In 1586, Sir Francis Drake attacked and burned St. Augustine and after many other encroachments by the English, Florida finally became British in 1763. When Spain declared war against England all Florida was restored to Spain once more in 1783. The Indians becoming a menace to nearby settlements of the United States, Andrew Jackson invaded Florida and in 1819, Florida was ceded to the United States on payment of \$5,000,000. In 1832 Congress tried to move the Seminoles to Arkansas to make room for white settlers but not until ten years later were the Indians conquered, a few taking refuge in the Everglades where their descendants now live.

Activities:

Draw a large circle on the floor and draw America with chalk. Model Spain on one side with clay and Puerto Rico on the opposite side. Make Florida, but much larger in size than a regular map of the state. Crush blue paper to make the ocean and construct Spanish caravels. (See October issue, 1939, page 19) Or, depict the discovery and exploration of Florida as a moving picture show. *Scene I.* Ponce de Leon on a plantation in Puerto Rico being told the Indian tale of a magic fountain. He sails west and takes possession in the name of Spain. He bathes in the fountain but remains old and weary.

Scene II. Menendez leaves the Spanish ships at sea; builds Fort Marion, making Indians work. He brings a Jesuit missionary to evangelize the Indians.

Scene III. De Soto crosses sea from Spain and lands at Tampa Bay; his cross country journey; he discovers the Mississippi; his burial.

Scene IV. Jean Ribault builds Fort Carolina and leaves for France. Menendez marches against it and Ribault returns with French troops. A storm overtakes French ships and the Spaniards massacre the French.

Make posters of at least one of Florida's birds, herons, flamingos, parrots, mocking birds, cardinals, the blue jay and wren. Show beak, foot, and wing of the species. State whether migratory or resident. (See May issue, 1939, pp. 19-20) Send to State Dept. of Game and Fresh Water Fish, Tallahassee, for material on Florida Birds.

Make chart of Florida's long leaf yellow pine. (See Dec. issue, 1939, p. 17) Compare with other pines. Send for Florida Forestry Service

publications. Other trees are oaks, cypress, magnolias, and mangroves. The cypress is making its last stand in the southeastern states and suggests its ancient heritage when one sees it crowned with flowing grey locks of Spanish moss.

Collect and compare shells with pictures in books. (See *The Shell Book* by Julia Rogers—*The Seashore Book*, by Burgess.) Cover bottles or frames with cement, then cover with shells. Paint and varnish shells for ash trays.

Make a graph showing relative value of orange juice as a health food. For booklets, tell how oranges were first grown by Christopher Columbus to provide foods for the colonists to which they had been accustomed in Spain. Seeds left behind by the Spanish explorers on their marches soon grew into wild orange trees bearing large rough-coated sour oranges. Sweet oranges have since been grafted upon the wild stock to produce smooth-skinned, juicy, sweet oranges. The industry is valued at fifty million dollars a year and thirteen million boxes are packed each year.

A Florida story of primitive life must naturally center about Indians. A detailed study of the Seminoles should be made. (See *True Stories of the Seminoles*, by Fairlie — *The Indian How Book*, by Parke.)

Cocoanut fiber applied to posters or paintings gives distinctive and characteristic touches to charts and booklets.

Plan an imaginary journey mapping it pictorially. Start at Jacksonville, the largest city and follow the winding shoreline of the St. John's River to ancient Pilot Town and Fort George Island where Ribault and his band of Huguenots held the first Protestant services of Thanksgiving in America. On this island are slave cabins built of oyster shell, or "tabby rock" which once formed part of plantations. Another drive takes one to Mandarin, home of Harriet Beecher Stowe. Near the fishing village of Fernandina, the woods are still scoured for loot of the pirates, supposed to be buried here. From here go to St. Augustine.

St. Augustine is to many the most beautiful and interesting of all Florida cities for it has retained the old Spanish atmosphere with buildings set in spacious gardens, narrow streets, wrought iron balconies, and historical relics. The old Spanish fortress, Fort Marion, stands guard over the city, with its moats, dungeons and other features intact. The oldest house under four flags is now the property of the Historical Society and Institute of Science, and is a combination of Spanish architecture and later English additions. With its wealth of old furnishings it has the air of a home rather

than a museum. In the old Spanish quarter is the house of Don Toledo. Here, in its original condition with red cedar, hand hewn benches, is the oldest school house in the United States.

Every one makes a wish who visits the Fountain of Youth. Across the Bridge of Lions is Anastasia Island with its beach, the alligator and ostrich farms, and picnic grounds. Then one goes out the old city gates and on to Daytona Beach, past the potato-raising center of Hastings with its dairy farms. Visit the old missions near New Smyrna, and at Fort Pierce learn of the county government and discuss the names of the counties suggestive of history, such as Lee, Washington, Jefferson, Polk, Leon, Putnam, etc. Also suggest reasons for the crowds at West Palm Beach and Miami.

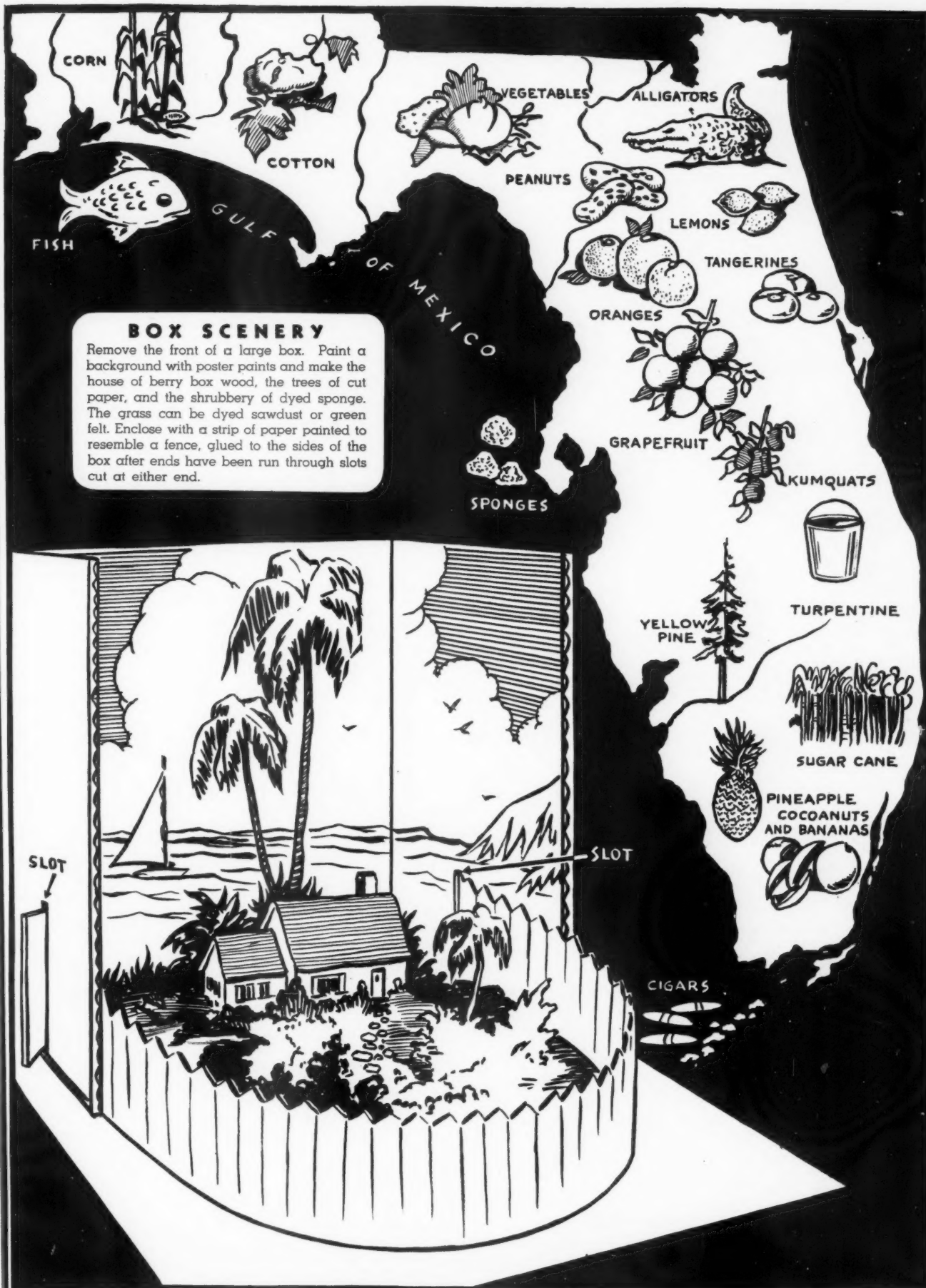
If one takes a motor trip from Miami to Key West he first passes through a stretch of flat land and across a bridge to Key Largo, the largest of the coral islands which stretch down into the gulf. Then across a bridge which is the longest in the world.

Key West is East Indian in atmosphere. There are daily auctions at the sponge wharfs, boatloads of turtles go to the canneries, and ships dock with strange cargoes.

At Fort Meyers, the estate of Thomas A. Edison is of interest, and at Sarasota where the Ringling Circus winters, is the Ringling Art Museum. Of unusual interest is the ferry between Palmetto and St. Petersburg, and Gandy Bridge is another remarkable engineering feat. At Tampa visit the cigar factories and at Plant City, the world's largest winter strawberry market which ships seventy-five per cent of the mid-winter strawberries of the nation. This ridge section is famous for its orange groves and lakes. See the phosphate mines in operation, and the lime industry at Silver Springs, a Florida beauty spot.

A boat cruise along the coast takes one to Apalachicola where the finest oysters are shipped. Not far away are the fuller earth mines. The Tarpon Spring sponge industry is the largest in the world where Greek divers were first to replace men who hook them from the bottom. Both methods are now employed. The sponging vessels are built after designs of ancient Greek ships and on January 6 the Epiphany or "Greek Cross" ceremony, observed only here and in Greece, brings many visitors to Tarpon Springs.

After the pupils had completed their study of the state, they invited their parents in to hear their reports, and to see the exhibit. Each parent was presented with a picture of the project. Orange juice and wafers were served by the pupils.



Here is a calendar for 1940. Each month draw a calendar like one of these, only larger. On the days when lessons are well prepared color the square orange. When lessons are poor make it a blue day. Paste the calendar on a sheet of colored construction paper and at the top if the record is good, draw a smiling sun. If the record is poor draw a mournful moon. Tie the sheets together to form a Record Book of the year's work.



JANUARY 1940						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			



JANUARY 1940						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 1940						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

MARCH 1940						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

APRIL 1940						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 1940						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE 1940						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

JULY 1940						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST 1940						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER 1940						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER 1940						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 1940						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER 1940						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

• JANUARY TRAVEL QUIZ •

by CLAIRE VANDERPLANK

That old saying about "all work and no play" applies to teachers, too. So we bring you a new feature in a lighter vein. See how much fun (and how many correct answers) you can get out of the following Travel Quiz. If you promise not to peek, we'll tell you that the correct answers can be found on page 39. How do you like it?

1. If you were crossing the largest railroad bridge in the world, you would be over:
 1. The Grand Canyon
 2. The Great Salt Lake
 3. The Amazon River
 4. San Francisco Bay
2. People who can be mathematical in beautiful Glacier National Park can count glaciers.
 1. 60
 2. 103
 3. 57
 4. 40
3. Did you know that an arrana is:
 1. A place for bull fights
 2. An old Indian weapon
 3. A canal
 4. A two-wheeled carriage
4. If you told a friend you planned to worship nature at the Temple of Sinawara she would know you were going to:
 1. Peru
 2. Zion National Park
 3. Mexico
 4. Glacier National Park
5. Believe it or not, the market place at Chichicastenango is surrounded by:
 1. Eucalyptus trees
 2. A stockade
 3. A canal
 4. Native Hungarians
6. To see Mt. Edith Cavell you would:
 1. Need a Belgian visa
 2. Hire a rickshaw
 3. Visit England
 4. Go to Jasper Park
7. Ann McGinty's house would hold your interest at:
 1. Old Orchard, Me.
 2. Harrodsburg, Ky.
 3. Tamaqua, Pa.
 4. Carson City, Nev.
8. Maybe you don't know where they are, but can you guess how far apart are the highest and lowest points in the United States?
 1. 100 miles
 2. 2000 miles
 3. 362 Miles
 4. 60 miles
9. The geographic center of the United States is closest to:
 1. Lebanon, Kans.
 2. Wichita, Kans.
 3. St. Joseph, Mo.
 4. Lincoln, Neb.
10. To see the largest stand of white pine in the United States, you would go to:
 1. Oregon
 2. Idaho
 3. Georgia
 4. Minnesota
11. If you wanted to swim the Bosphorus without first crossing an ocean, you could do it at:
 1. Mackinac Island
 2. Long Island Sound
 3. Waterton Lakes Park
 4. Yosemite National Park
12. To visit the storied "House of the Seven Gables" you should go to:
 1. Portland, Me.
 2. Concord, N. H.
 3. London, England
 4. Salem, Mass.
13. Crossing the Tennessee Pass, you might look around and say, "Ah, the beautiful"
 1. Smokies
 2. Ohio
 3. Rockies
 4. Shenandoah Valley
14. You don't have to be able to pronounce Ixtaccu-huatl to know it's:
 1. Inhabited by Finns
 2. Pleasant to drink
 3. Snow crested
 4. A serious disease
15. When you visit Cape Porpoise, you might surprise those New Englanders by knowing it was named by:
 1. John Smith
 2. Lord Baltimore
 3. Miles Standish
 4. Roger Williams
16. When you hear the name "Perktanoui" it's your cue to perk up and say:
 1. "Oh yes, I once climbed it."
 2. "I'm glad they changed it to Mississippi."
 3. "Have you been to Hawaii, too?"
 4. "Quaint little town, that."
17. While it's the "great white watcher" to the Indians, it's beautiful . . . to thousands of yearly visitors.
 1. Mt. Baker
 2. Mt. McKinley
 3. Mt. Hood
 4. Pikes Peak
18. You know that Chicago is the railroad center of America, but how many trains do you think come and go there each day?
 1. 75
 2. 483
 3. 162
 4. 569
19. To visit a city whose name means "Children of the Sun" you would go to:
 1. Minneapolis
 2. Kalamazoo
 3. Spokane
 4. Tucson
20. Can you properly locate Texarkana?
 1. Texas
 2. Arkansas
 3. Texas-Arkansas
 4. Kansas
21. Which one of these Temples cannot be found in the Grand Canyon?
 1. Isis Temple
 2. Brahma Temple
 3. Zoroaster Temple
 4. Solomon Temple
22. You know that Yellowstone National Park has a lot of geysers. How many?
 1. 500
 2. 1500
 3. 3000
 4. 3500
23. If you encountered a huipile on your travels you might:
 1. Slip it over your head
 2. Park it on a mantle
 3. Give it to a zoo
 4. Play a tune on it
24. As an air-minded citizen who wanted to see Uncle Sam's largest Naval Air Base, you would visit:
 1. Annapolis
 2. San Diego
 3. Portsmouth
 4. Pensacola
25. If you were to chug across the Strait of Juan de Fuca, you might decide to go ashore at:
 1. Trinidad
 2. Victoria
 3. Jacksonville
 4. Barcelona
26. To hear the golden peals of Edward W. Bok's Singing Tower, go to:
 1. Lake Wales, Fla.
 2. Miami, Fla.
 3. Orlando, Fla.
 4. Ft. Lauderdale, Fla.
27. The main street of one of the following is built over the famed "Last Chance" gulch
 1. Gold, Hill, Utah
 2. Bakersfield, Calif.
 3. Helena, Mont.
 4. Reno, Nev.
28. If you order a sarape, don't be surprised to receive:
 1. An appetizer
 2. An aperitif
 3. A scarf
 4. A bed covering
29. To visit the Bridal Veil Falls you must go to:
 1. Hawaii
 2. Niagara
 3. Yosemite
 4. Reno
30. Famed Morro Castle has been a Cuban landmark since:
 1. 1588
 2. 1692
 3. 1730
 4. 1805

FOLK LORE AND FOLK SONG

by ELIZABETH FARMER

"The world of fancy is a winged horse to be tamed with the golden bridle of application to the affairs of life."

For the teacher who has not been trained directly to develop creative expression in children, the modern emphasis on free expression of thought through creative music and art is a trifle difficult to follow. Very little children are always weaving patterns of thought made up of both fact and fancy. As they grow older they commence to imitate their elders and to make observations based on the memory of past conditions rather than in terms of the feeling which results from an immediate contact with some situation. Little children are always questioning; they are often afraid of the dark. When it grows dark the adult knows that when the sun rises in the morning it will be light again, but the tiny tot has not yet learned this to be a fact.

The spirit of creative activity is well adapted to the field of music for it is known that man sang before he talked. The first literature was poetry as the lines are more easily remembered. As there were no books or newspapers to record great deeds, the bards sang of the exploits of heroes. The myths, legends and fairy tales which have come to us from the past are the answers of primitive fathers and mothers who were unable to turn to a book for solving children's questions. Have you ever taught arithmetic in primary grades by using the Mother Goose counting rhymes? There are similar rhymes in every country among savages and among civilized peoples. "Five" is the Greek word for "count" and the Roman numerals represent the fingers, six being the fingers of the whole hand to which one finger is added (VI).

There are two types of people, the poetic and the practical. As feeling and emotion come before reasoned thinking, the singer continued to use poetry resulting in the folk songs; the practical person told his story in prose. The prose tales did not have the enrichment of the poetic sagas but they were simple, sincere and full of faith. As they kept journeying on through the speech and memory of many generations of human kind, they lost their

homely, everyday explanatory value and became what we now call fairy tales.

The study of these nursery rhymes and fairy tales with their symbolism was made possible through the findings of the Grimm Brothers. They carried their ink-horns with them wherever they went, ready to catch the tales told in the spinning rooms by the grandmothers. Learned scholars along other lines, their research whereby they traced in the stories the experiences through which the human race has passed, brought them fame. Much of the beauty of these old tales is lost if one is not familiar with the threads which guide the searcher to a dim and distant past.

When Col. Parker initiated the ideas which have done much to shape the trend of modern educational thought, Gudrun Thorne-Thomsen, author of several books for children, was chosen to conduct the classes in English in his school. Her interpretation of the fairy tales collected by Asbjørnsen and Møe on their walking tours through the quaint hamlets of Norway, were delightful, and carried out the findings of the Grimm Brothers.

The Grimms showed that the sun was the basis of the tales, how it succumbed to the frost giants or demons of darkness, how it was sometimes a frog because it was seen to sink into the water at sunset, or at other times was a bright hero who rescued the princess from a dark prison. Stories about maidens bound or in towers and the princess pricked by the needle are typical of the winter sleep of nature and the pricking of things with life by the frost. Red Riding Hood was the red cloaked twilight swallowed by the black wolf of night. The legend of William Tell is said to be the last reflection of the stories about the Sun God whose darts were unerring.

A recent survey of the reading choice of two thousand children revealed their interest in the following subjects in the order of their frequency: birds, stars, sun, water, flowers, moon, the earth, people, trees, and the world. Rose Fyleman has written: "The fairies have never a penny to spend. . . .

But theirs is the dower of bird
and of flower

And theirs are the earth and the sky."

Only a few earth-bound children dislike fairy tales and it has been suggested that the assembly program for January feature tales or the creative work in art and music inspired by them. Jacob Grimm was born on January 4 and Charles Perrault on January 12. Many teachers include the fairy tales of Hans Christien Andersen with those collected by these two men, but Andersen's stories are a product of his own imagination and of

a higher literary order than those of the others. Perrault, a French lawyer, wrote down the old tales of Puss in Boots, Sleeping Beauty, and Little Red Riding Hood, and in the Royal Gardens at Paris is a memorial to him around which laughing children carved in stone dance hand in hand with Puss in plumed hat, and boots.

The Brothers Grimm were inspired by their flowers. Jacob preferred the heliotrope which, appropriate to his theory, bears a name meaning "Turning toward the sun." Wilhelm's favorite was the primrose, and both kept a bunch on their writing tables. These simple tales and the folk songs have been compared to the wild flowers, while more artistic creations are likened to the flowers culled from a cultivated garden. Franz Schubert has given us the most beautiful example of the Art Song, and, as his birthday also falls in January, the thirty-first, a comparison of the two types of song would make an interesting program.

In telling fairy tales to the younger children there should be no attempt to point out the symbolism but they should be told simply for the pleasure they give and for the beauty they contain which is the reason for their having lived through many ages. Folk tales and folk music are both taught to help develop the child for social living. Criticism from a literary standard will come much later. Unconsciously, they will learn:

(a) Heroism which faces death with trustful courage is upheld by a faith that evil, though victorious for a time, has ever met a power stronger in virtue and in might.

(b) Attainment is reached through service, and joy is found in a life of loving activity.

(c) Love is the most powerful solvent of earthly difficulties.

Psychologists believe that every child has some creative power and must have opportunity to express it, if he is to develop normally. Constructive things which satisfy the imaginative instincts result in vague understandings becoming obvious truths. Children like to make things which picture stories they like. This is not confined to children, as evidenced by the great demand for articles featuring Snow White and the Seven Dwarfs and the adult attendance when the film was shown.

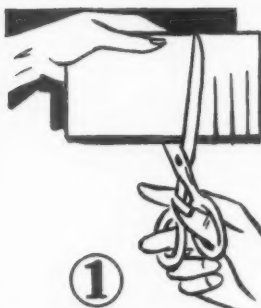
Activities:

Primary children will enjoy the sewing card design on p. 32. They will want to make castles or Hansel and Gretel's candy house on the sand table. Cut-out paper silhouettes will make a shadow show or illustrations for the creative poetry or stories. Older children can make book posters, costume plates, glass slides, puppets, and scenery and properties for fairy plays.



HANSEL AND GRETTEL

Booklet



①



②

CREPE PAPER CRAFT

COMBINED WITH ART BOARDS — FOUNDATION SCENERY
ELSE E. VOGT

There are many ways in which art boards may be combined with crepe paper craft. One of major importance is in their use for background scenery. Art boards come in various shapes — round, octagon, rectangular, and square — and may be ordered in any use. They may be used in much the same manner as a picture puzzle section, being fitted into different scenes.

For foundations, they prove to be durable, inexpensive, and of particular value. They are permanent in nature as they may be slipped into a Manila envelope and when classified as to type, can be used over and over in different projects. The scene makes a better appearance because curled edges or corners, which occur when other material is used, are eliminated. By having a reserve supply on hand, already made up, the teacher has more time for major units when there is little time to devote to details in the projects.

For scenery, mirrors may be used to represent water. Stipple sand colored crepe paper on the art boards to represent the beach; or shellac them and strew with sand while drying. Pebbles might be added. **To make grass:** Cut leaf green crepe paper into strips ACROSS THE GRAIN of the paper, one and one-half inches wide. **To fringe:** Cut slashes about one-eighth inch wide along the entire length of these strips leaving one-half inch of the paper uncut along the edge. The fringe will be an inch deep. Several thicknesses can be fringed at one time. (See Fig. 1) **To curl:** Take the scissor blade and draw the sharp edge across the fringe on the under side. (See Fig. 2)

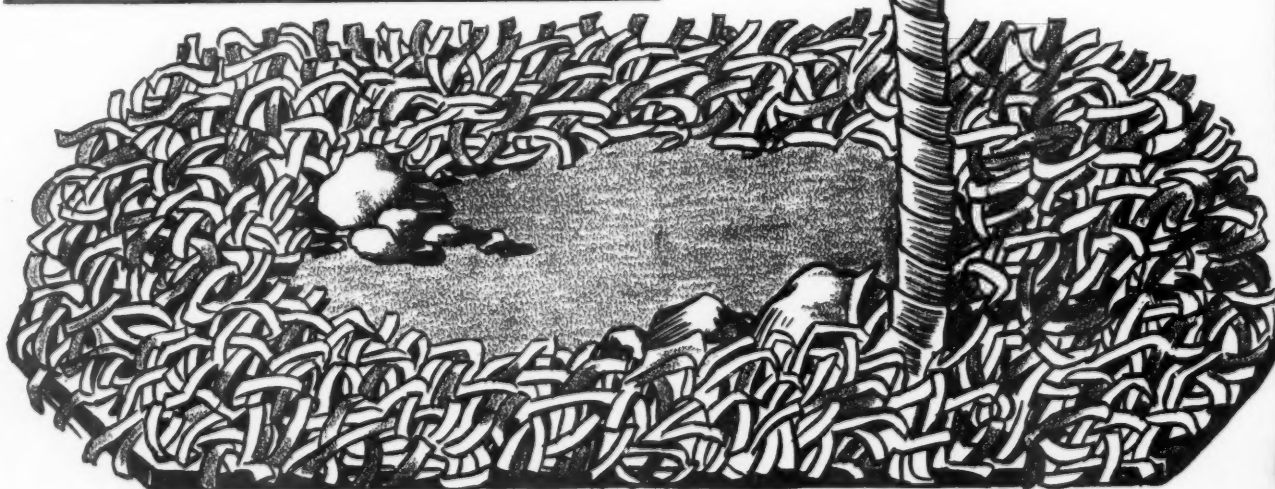
Start at the edge of the art board, paste the one-half inch uncut band smoothly along the edge without stretching the paper. Paste row upon row around the board until the center is reached. The curled edges should curl toward the center. (See Fig. 3) Leave a spot uncovered where a tree is to be inserted and use brown crepe paper, or sand colored paper, to make the spot look like earth or sandy loam.

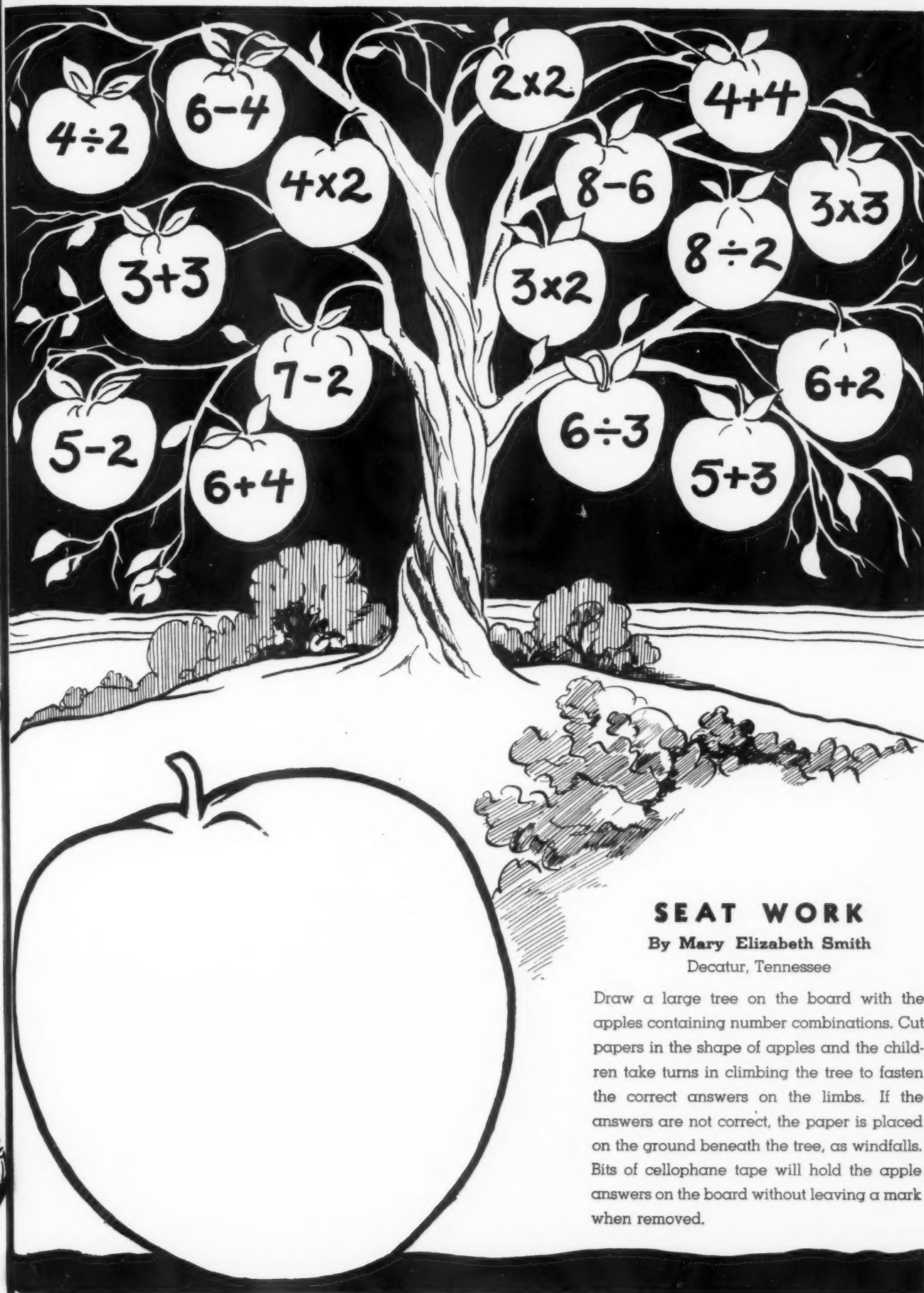
(Instructions for making a palm tree for tropical scenes will be given next month.)



③

④





SEAT WORK

By Mary Elizabeth Smith
Decatur, Tennessee

Draw a large tree on the board with the apples containing number combinations. Cut papers in the shape of apples and the children take turns in climbing the tree to fasten the correct answers on the limbs. If the answers are not correct, the paper is placed on the ground beneath the tree, as windfalls. Bits of cellophane tape will hold the apple answers on the board without leaving a mark when removed.

PROGRESSIVE ART IN PROGRESSIVE SCHOOLS

by

HAROLD R. RICE

*Critic Teacher of Student Teachers, University of Cincinnati,
Art Supervisor, Wyoming Public School System, Wyoming, Ohio*

THE PLAY HOUSE

Unit One — The Living Room.

Frequent requests have prompted this series of "Construction Activities" which when completed will constitute an activity project. Readers are cautioned not to consider this month's discourse complete within itself, but to consider it as part of a unit. For example, only a part of the Living Room is discussed this month and the entire unit should be thought out before embarking upon it. The amount of time different readers can devote to the project will vary. For this reason each teacher will govern the percentage of units she feels can be successfully accomplished in the given time. Some will feel free to carry out the entire project, complete as given here, while others must eliminate parts, doing but one or two units of the project.

MAKING PLANS

It will be necessary for the class and the teacher to carefully discuss the problem of the Play House. The discussion should include:

1. The amount of space available.
2. The number of rooms permitted within the allotted space.
3. Source of materials and tools, costs and so on.
4. Committees
To obtain materials
To do research work
To submit preliminary sketches.

Pupils' interpretations of the project will cover a wide area, from the over ambitious child to the one of limited experiences. The teacher must guide the pattern of thought and procedure, holding it within reasonable bounds. Though all types of materials may be suggested by the pupils, the following will meet basic needs:

1. Quantity of orange crates (the type that is divided in the middle with a heavy square of soft wood)
2. Hammers, saws, nails, glue, pins, needles, thread, string.
3. Wrapping paper, crayons, sketching paper, squared paper ($\frac{1}{2}$ inch)
4. Enamels, house paint (flat), brushes.
5. Unbleached muslin, chair covering material.

THE ROOMS

Figure I shows an elaborate method of making actual rooms. Teachers with limited time may find it necessary to eliminate part. One or more rooms can be constructed as follows:

1. Make preliminary sketches on the blackboard, showing each wall of the room, placement of doors and

windows.

2. Pace off the size of the room on the floor, marking the corners with a piece of chalk.
3. Stand one orange crate on top of another, nailing them together. A number of these will be necessary. One is placed at each corner of the room and at each side of the openings for doors. (Fig. I)
4. Long strips of kraft wrapping paper are tacked to run lengthwise (horizontally) to form the exterior of the room.
5. Strips of kraft paper or wall paper are likewise tacked on the inside to form the inner wall of the room. (Fig. I) If time permits, pupils can design and paint wall paper.
6. Windows are cut through after being measured and properly placed.
7. The crates are no longer visible, being covered completely with paper and if correctly assembled, the room will resemble that pictured in Fig. I.

THE RUG

Have the children design "throw" rugs and paint them. Rugs made from repossessed burlaps sacks are more practical.

THE FURNITURE

Figure II shows a number of essential pieces of furniture for the living room. Each piece is made from orange crates. CHAIR (Fig. II-1)

Use the center partition as the seat; the top of the box is removed; the sides are left in place, as well as the center and base. The upper sides are shaped into arms and cut with a hack-saw as in the illustration.

DAVENPORT (Fig. II-2)

Place two crates upright side by side to form the davenport which is similar to the chair minus one arm. When the two are nailed together, the one arm on each chair forms the two arms of the davenport.

OCCASIONAL CHAIR (Fig. II-3)

This is similar to the regular chair with more detail in the back, arms, and legs. The detail as shown is more difficult but is worth the effort. The center partition forms the seat.

CAUTION: Do not remove the bottom of the crate as the legs will not be sufficiently strong to support a child. END TABLE (Fig. II-4)

Again, this piece is similar to the chair. Many possible designs may be easily applied. One is suggested in the illustration. The molding under the center partition of the original crate is made from scrap material left over

after other pieces are made.

OCCASIONAL TABLE (Fig. II-5)

The center is removed and all sides, except four narrow strips left to form the legs. These sides are nailed across the top to form the tabletop. The bottom is NOT removed.

BOOK CASE (Fig. II-6)

This is very simple to make; the piece is the actual crate, plus a door added to the bottom half of the box. Use metal hinges, but if not available, strips of leather taken from an old pair of shoes will work successfully. The handle can be a small spool.

PIANO (Fig. II-7)

This is the most difficult piece to be constructed and should be entrusted to the best craftsman of the group. Place two orange crates on their sides as illustrated. The top one extends about $\frac{1}{4}$ of the way over the back of the one below, or the bottom box. After carefully marking with a pencil or crayon, this part of the box is cut away so that the top box is now about $\frac{1}{4}$ smaller. Another student group makes the key board painting it to resemble the keys. This is tacked to the front top ledge of the bottom box and extends out over it. It is further supported by two upright legs, as illustrated. Pedals are made from wood and glued in place.

PIANO BENCH (Fig. II-8)

The bench resembles the chair (Fig. II-1) but has a much lower back. Further, the center partition of the box must be lowered several inches so it will permit a student to place his knees under the key board when sitting at the piano.

RADIO (Fig. II-9)

The speaker grill for the set should be in the bottom half. The opening is covered with a piece of suitable cloth such as that found on radios. The dial is a discarded alarm clock with the face repainted to represent a dial, and with the glass replaced after painting. The buttons are spools. If the student is clever, this may be made into a radio-desk. Have a real radio inside the top half of the box with a door at the front. The door can drop down to act as a desk.

RADIO BENCH (Fig. II-10)

Again, this resembles the first chair minus a back, being the bottom half of a crate with a design added in the legs. Place a pillow on the bench. If time permits, the furniture should be upholstered. This, however, is another project.

Collect the materials and prepare for a wonderful project!

FIG. 1

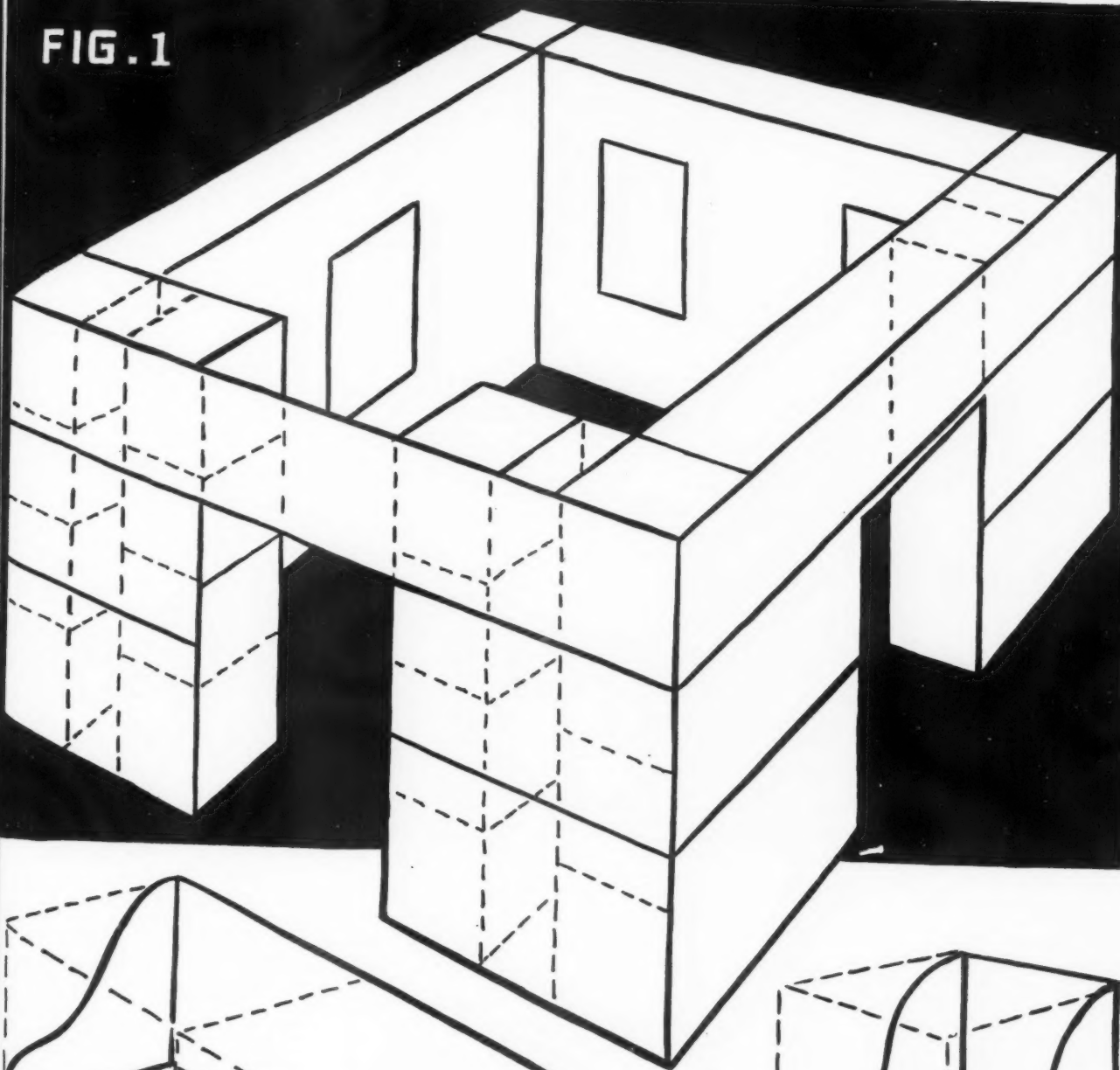
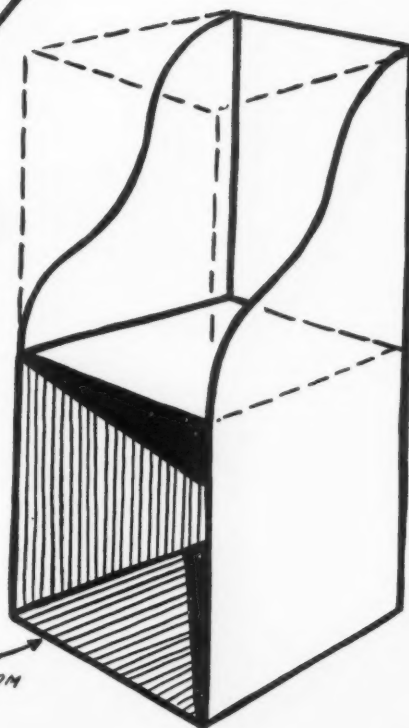


FIG. 2

CHAIR

①



DO NOT
REMOVE BOTTOM

②

DAVENPORT

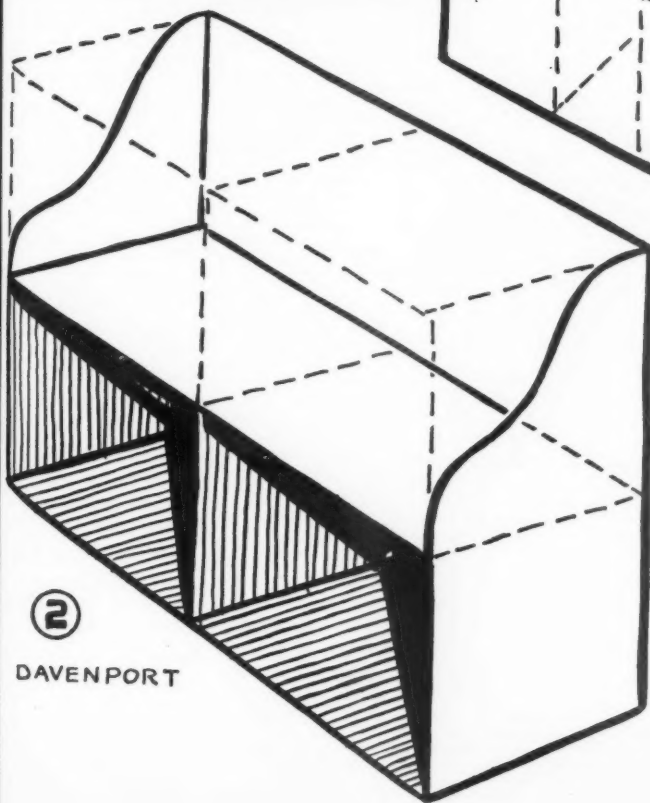
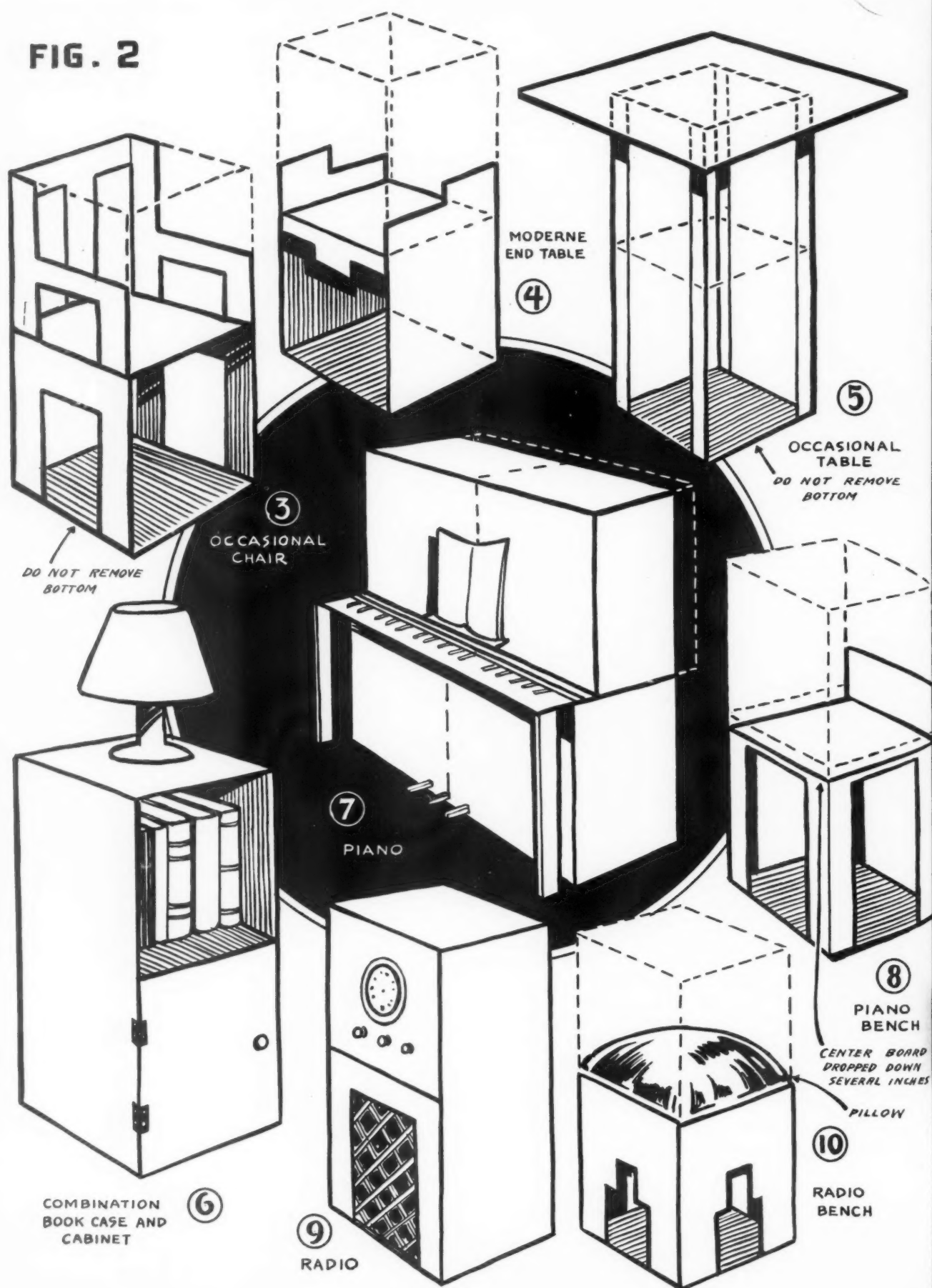
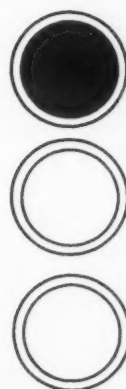


FIG. 2





S

IS FOR SAFETY



SLOW DOWN FOR AN AUTO

SAFETY POSTER SLOGANS --S-- FOR SAFETY

SAVE YOUR LIFE — Slow Down for an Auto

SAVE YOUR HEALTH — Sleep Eight Hours

SAVE YOUR EYES — Sharp Points Are Dangerous

SAVE YOUR HOUSE — Stop a Fire Before it Starts

SAVE YOUR BONES — Safe Sledding, Sliding, Skiing, Skating, Snowballing

TIME and the CALENDAR

by ALICE THOMPSON

With the reopening of school after the holidays and the consideration of Thrift Week with emphasis on the spending and saving of time, a study of both the calendar and the means of telling time is in order. The sundial and sand-glass, the water-clock, and the Tower of Winds in Athens show that man turned to Nature before he manufactured a clock with wheels. The division of time into days, weeks, and months to make a yearly calendar is also a product of evolution. Furthermore, the calendar indicates a point in a century whereby the dramatic situations of history are placed.

Primitive man told time by watching the sun, moon, and stars. Noting the change of seasons he reasoned that they came at intervals which might be measured. The North American Indian reckoned time by so many "sleeps" while the Incas of Peru erected pillars and measured the sun's shadow. The ancient Egyptians calculated time by the rising of the Nile. Not until man began to be a farmer was he much concerned with time. But when the time of planting and the time of harvesting tended to come at regular intervals he began to calculate. The Egyptians found the sun rose approximately 365 times in the interval between floods and the priests divided this period into twelve thirty-day months, with five extra days at the end, for they did not calculate leap years. These five days they dedicated to the gods, calling them the birthdays of Osiris, Horus, Set, Isis, and Nephthys.

The Babylonians could not depend upon a river so watched the new moon. The seasons changed four times during twelve new moons, so the Babylonians divided the year into twelve lunar months. But their calendar had only 354 days, which did not fit the solar year. All of the celestial motions are chronologically independent so there can never be an exact number of full days in any lunar month or solar year, nor can there be an exact number of lunar months in the solar year.

The calendar depends on the sun, the moon, the earth, and a star. The rotation of the earth around the sun gives the year, the rotation of the moon around the earth gives the month, the spin of the earth on its axis defines the day, and the position of a star in the heavens gives the starting point

from which to measure the year. A moment may be chosen when the sun, earth, and moon are in the same plane and after 29 days, 12 hours, 44 minutes, and 29 seconds they will again be in that plane. That is the lunar month. The true solar year is 365 days, 5 hours, 48 minutes, and 46 seconds. So, the solar year is not exactly divisible by the lunar month.

The Romans are responsible for our word "calendar"; the priests announced the beginning of each month, the first day being called the "kalends." Because the Romans were superstitious about even numbers they changed the days of the months so that seven had 29 days and four 31, and only February was allowed an even number, 28. This made a year of 355 days and when it came to paying wages and taxes after a thirteenth month was inserted occasionally, there was trouble. Julius Caesar adopted the Egyptian way of regulating the calendar by the sun instead of the moon, and a leap year came every three years. Because the year does not contain an exact whole number of days, but nearly $365\frac{1}{4}$, the crossing of the equator occurs about a quarter of a day later each year. For this reason the Julian calendar established by Caesar lost eleven minutes every year and with the passing centuries, the minutes grew into days.

Pope Gregory XIII set the calendar right by omitting ten days in 325 A. D., bringing the equinox to March 22. To keep it right, he ordered that century years should only be leap years if they were evenly divisible by 400. The Gregorian calendar is now universal in civic life.

Equally confusing was the world's method of time measurement in localities only a few hours journey apart. Not until 1883 was this tangle ended by the adoption of a standard time system. A sun dial gives real sun time but standard time is established by finding the average length of a day over a period of a year. Thus, only on four days, those marking the beginning of the seasons, a sun dial and a clock set by standard time, agree. At other times they differ by as much as sixteen minutes. Until railroads, telegraphs, and radios demanded exact and uniform time, the sun dial served well enough as a clock. The early settlers used the noon mark and candles. (See November issue, 1939, p. 12) Let the children make a shadow stick by pasting a short upright on a horizontal square of cardboard. Place in a sunny spot and mark the shadow on the card at various times; this explains the sun dial.

The sand glass was developed from the ancient water clock. In China they had allowed water to trickle from one bowl to another in a given time and this idea was brought to ancient Greece where the clepsydra, as it was called,

timed speeches at public meetings. Rome also used water clocks; a very famous one was given to Charlemagne by the king of Persia.

Discuss the advantages and faults of this method of telling time. Make a simple clepsydra by punching a hole in the bottom of a can to allow water to drip into a glass tumbler. Mark the height of the water for different minutes on the glass. Tell the story of Plato's clepsydra. Also with cones of paper filled with sand, experiment with the amount of sand needed to mark a degree of time. Tell the story of King Alfred's candle, showing a lighted candle that is graduated for short periods of time.

There are many stories about weight driven clocks and clocks with wheels. The first clock composed of an assemblage of wheels, of which the age is known, is the clock in St. Paul's Cathedral, London. Though there were many clocks in church towers there were no dial plates and bells or little figures beating on bells, announced the hours. Until the fourteenth century, the word clock meant the bell which announced the time determined by the sun dial or hour-glass. The name "clock" comes from a word meaning "bell." At that time, timekeepers were called horologes.

For telling time on cloudy days or at night, knots were tied in a rope and the burned knots counted. In the Pacific Islands this method is still used, oily nuts being strung on the rib of a palm leaf. Small oil lamps in which the amount of fuel was measured, were also used in early days. Many of the improvements in clock-making machinery were made in the United States. This has resulted in small and cheap clocks in the poorest homes. The first clocks had only one hand to indicate the hours. It was some centuries before the minute hand was added, and the second hand came much later.

Make a chart showing the order of the various devices for telling time as they were used in different countries. Make a **CLOCK BOOK** listing the many kinds of clocks, such as old Colonial clock, cuckoo clock, alarm clock, and electric clock. List the need of time, as for the operation of vehicles and division of labor. Note that the early time pieces were hand made, the modern ones, machine made.

A Punctuality Campaign fits any grade following a survey of the tardiness record of the school. Point out how time is lost by the teacher and by the pupils who are disturbed or interrupted by the tardiness of a pupil. Compute the tardy pupil's loss. Contrast good and poor excuses for tardiness, actual or imaginary excuses being discussed. Show that tardiness decreases self-respect and is a form of discourtesy.

ings.
very
agne

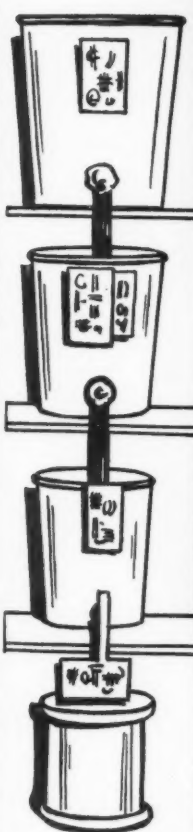
aults
lake
hole
water
the
min-
y of
es of
with
rk a
King
hted
short

eight
eels.
emb-
ge is
aul's
were
here
little
d the
rury,
which
y the
ame
ning
were

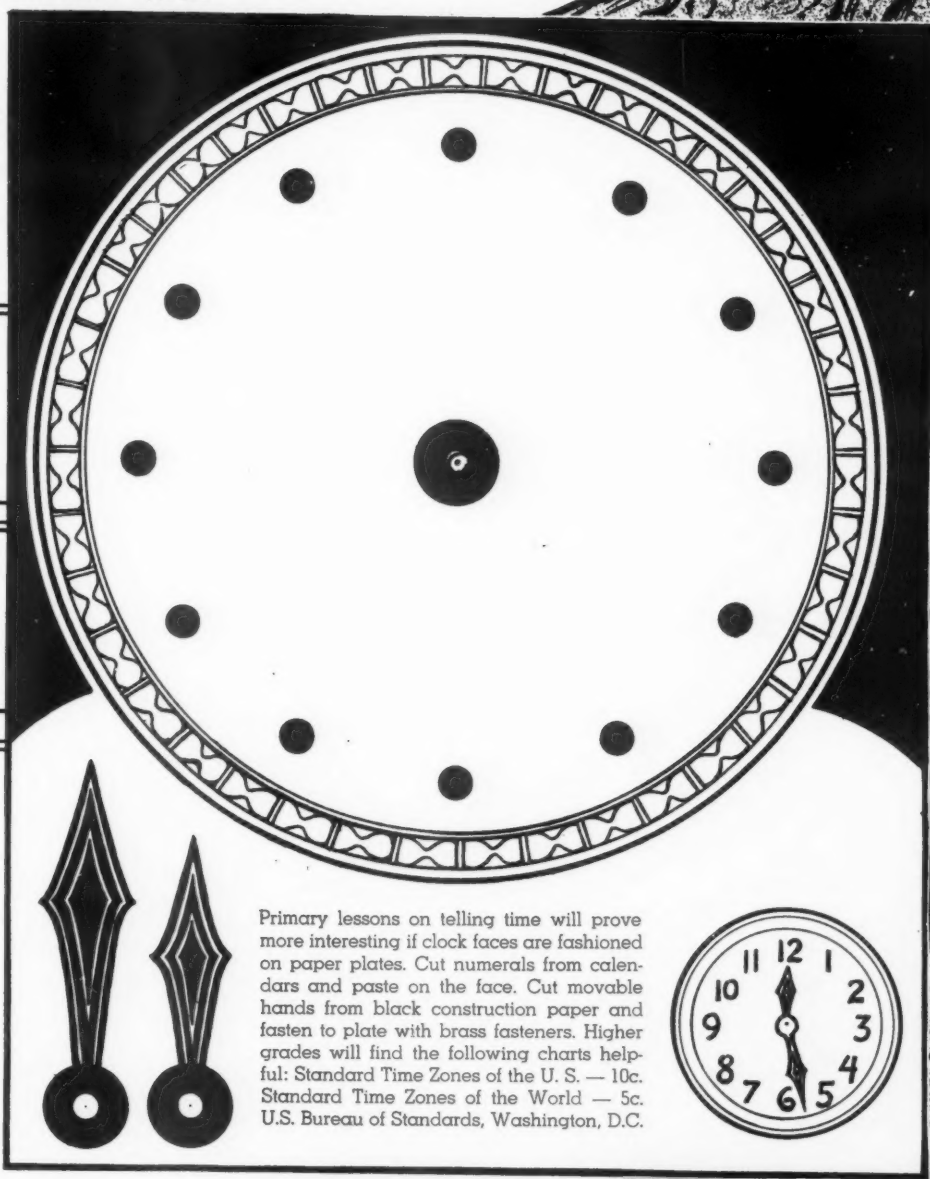
ys or
and
the
still
e rib
s in
neas-
days.
lock-
the
d in
forest
one
was
hand
came

er of
ne as
tries.
the
Col-
clock,
d of
icles
the
, the

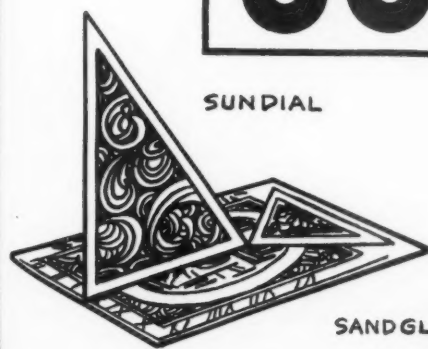
any
ardi-
out
d by
inter-
upil.
Con-
ardi-
being
s de-
m of



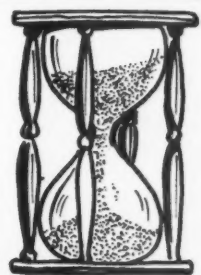
OLD
CHINESE
WATER CLOCK



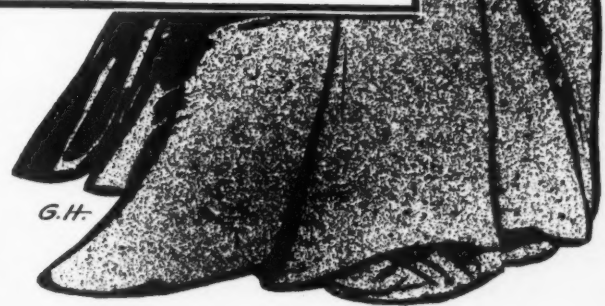
Primary lessons on telling time will prove more interesting if clock faces are fashioned on paper plates. Cut numerals from calendars and paste on the face. Cut movable hands from black construction paper and fasten to plate with brass fasteners. Higher grades will find the following charts helpful: Standard Time Zones of the U. S. — 10c. Standard Time Zones of the World — 5c. U.S. Bureau of Standards, Washington, D.C.



SUNDIAL



SANDGLASS



TRAVELOGUE OF THE MONTH

by ELIZABETH FARMER

When one visits the Bermudas, three-hundred and sixty-five islands, one for every day of the year, the sojourner finds them united by bridges and causeways giving the impression that they are one big island. Bermuda is a small place and remote, twenty miles long and two miles wide, no larger than Manhattan Island which one has left behind two days before. While the steamer threads its way through the narrow channel into Hamilton Harbor past scores of reefs and small islands which mark the approach, one is not aware that the island is built upon a volcano which has not been active for a million years.

Standing on the sunny upper deck of the liner one looks out upon a cluster of white-roofed houses nestling among green cedars and palm trees and brilliant flowering shrubs. It is breakfast time and as we land, down Front Street come white clothed merchants and bankers riding bicycles to their work. The roads are not wide enough for automobiles and curve too suddenly, so on all sides one hears the clippety-clop of horses' hoofs and the jingle of bicycle bells. We are met at once by shell vendors who offer dainty bouquets of flowers made of shells. Blue jalousies (shutters) are being opened from the bottom and the shops with awnings are ready for trade. There is a fine collection of hand-knitted sweaters and English tweeds when you are ready to shop, and prices are reasonable for Bermuda's tariff is low. There are many fine hotels and guest houses available and the climate even in this winter season is ideal, for the Gulf Stream assures an average temperature of seventy degrees.

After dining at a veranda cafe, we put on dark glasses, for the sun shining on the dazzling white roads made of coral rock is blinding. We take a horse drawn surrey with a fringed canopy top and move slowly along Front Street and up a long steep grade that climbs to Prospect Camp, British Army Headquarters in Bermuda. We pass Government House and many large homes with terraced gardens hiding behind white walls draped with purple Bougainvillea. Everywhere are Bermuda cedars planted along the streets and covering all the hill, and clipped into arbor arches and hedges. There is a perfect glory of trees, shrubs and flowers.

There are hedges of pink and white oleanders and hibiscus blossoms and the sun shines on the glistening leaves of coffee and lemon trees in the garden.

ens. Our driver who wears a pith helmet, tells us the gardens are a riot of poinsettias, night-blooming cereus, morning-glories, roses, passion flowers and periwinkles; in the Easter season the Bermuda lily sometimes holds a hundred flowers on one stem. Birds of brilliant plumage make their homes in the gardens and we are told there are enormous spiders and toads which are harmless.

We can hear the purr of the Bermuda Clipper winging in from a six hour flight from New York. We come to the only factory in Bermuda and stop to see how the perfume which is packed in little cedar chests, is made. The fragrant flowers are placed on trays of prepared fat which after repeated applications of fresh flowers becomes saturated with the odors. It is then placed in an alcohol solution which absorbs the flower material and after being blended with a fixative is allowed to stand four weeks. In the outlying districts around Hamilton are great fields being planted with the bulbs for the perfume industry. During the pre-Easter season the fields will be filled with more than a million blossoms.

A long series of small bridges and raised embankments could take us by carriage to St. George, Bermuda's first town. It is better to take the miniature railway, stopping on the way for luncheon at some quaint inn. While Bermuda has the world's finest highways hewn out of solid limestone, packed smooth with coral dust, the slow-moving "train", winding through the heart of Bermuda is fascinating. A whole day can be spent roaming through the streets and byways of old St. George. The railway stops far short of Market Square as though it did not wish to intrude upon the seventeenth century charm which the town still retains. The narrow lanes have such quaint names as Shinbone Alley, Old Maid's Lane, and Feather Bed Alley. We spend a few minutes in St. Peter's Church, one of the oldest churches in the Western Hemisphere with its old candle lamps and marble scrolls on the walls which tell the history of this colony. In this connection it is interesting to know that Bermuda was settled by the same kind of people who founded Virginia. They had the background and traditions which marked such men as Robert E. Lee and Thomas Jefferson, giving them a sterling ruggedness of character underlying great charm of manner.

From the high embankment above the sea, Somerset with its curving

shore far on the opposite side is plainly visible. A ferry is taken to St. David's Island and from the tower of the Lighthouse we get an entrancing view. Beautiful beaches dot the coast unmarred by crowds, life guards, or large bath houses. Bathing suits are donned in the natural caves inside the curves. There are no billboards to spoil the view in any direction. The white sand has enough red coral grains to make it look pink against the cerulean blue waters and this water changes to purple, turquoise, and emerald green making it look like an ever moving rainbow.

At the foot of the tower stretch fields of Bermuda onions and arrow-root, castor oil plants, and masses of oleanders in gorgeous hues. Near Harrington Land is Devil's Hole which contains many odd fish. Huge turtles can be attracted by hookless tackle baited with meat. But, the place to see the world's finest collection of tropical fish, is to take a trip to the Government Aquarium. If you put on a diving helmet and old shoes, you can stroll down an under-sea path and note marine plant life, fish, and lacy coral. Through the glass windows in the helmet you can see such monster fish as the shark and octopus and the less formidable rockfish, seahorse, and eel. There is also a small zoo of brilliant birds, penguins, and monkeys.

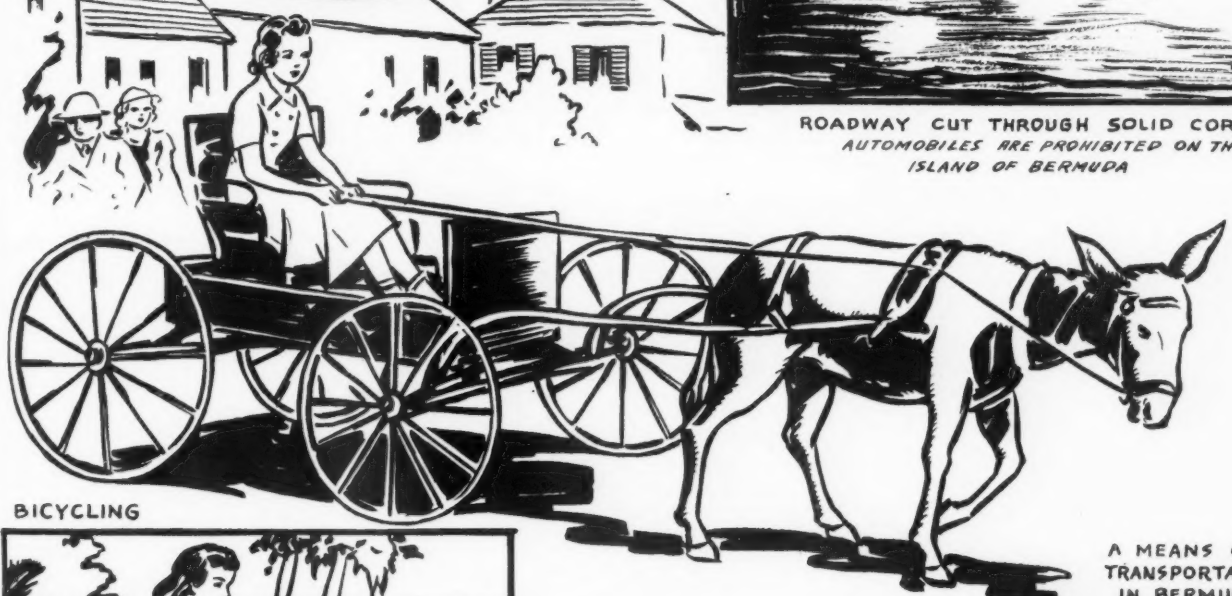
Another way to see the flowers and fish in Bermuda's transparent waters is to take a small steamer to the Sea Gardens on the coral reefs. By transferring to a glass bottomed boat they can be seen at close range. The caves with their fantastic, crystal-like formations are also worth exploring.

Even with telephones, electric lights, radios, and swing bands there is an atmosphere of old time romance about the islands with their houses built of coral rock sawed out with a handsaw from the ground on which they are built. Every roof is kept clean by rain is caught on the housetops. These houses of creamy stone against the whitewash as there are no wells and the green of the cedars which cover the hills, are tied together by a ribbon of white coral roads. Mark Twain likened the view to a birthday cake with white icing. It is well to spend one day going through the Parliament Buildings at Hamilton. The Governor is appointed by the Colonial Office in London and Parliament follows the procedure of the mother country. It should be known that Bermuda is the oldest self-governing colony in the British Empire.

ST. PETER'S CHURCH
ONE OF THE OLDEST
CHURCHES IN THE
WESTERN
HEMISPHERE



ROADWAY CUT THROUGH SOLID CORAL
AUTOMOBILES ARE PROHIBITED ON THE
ISLAND OF BERMUDA



BICYCLING



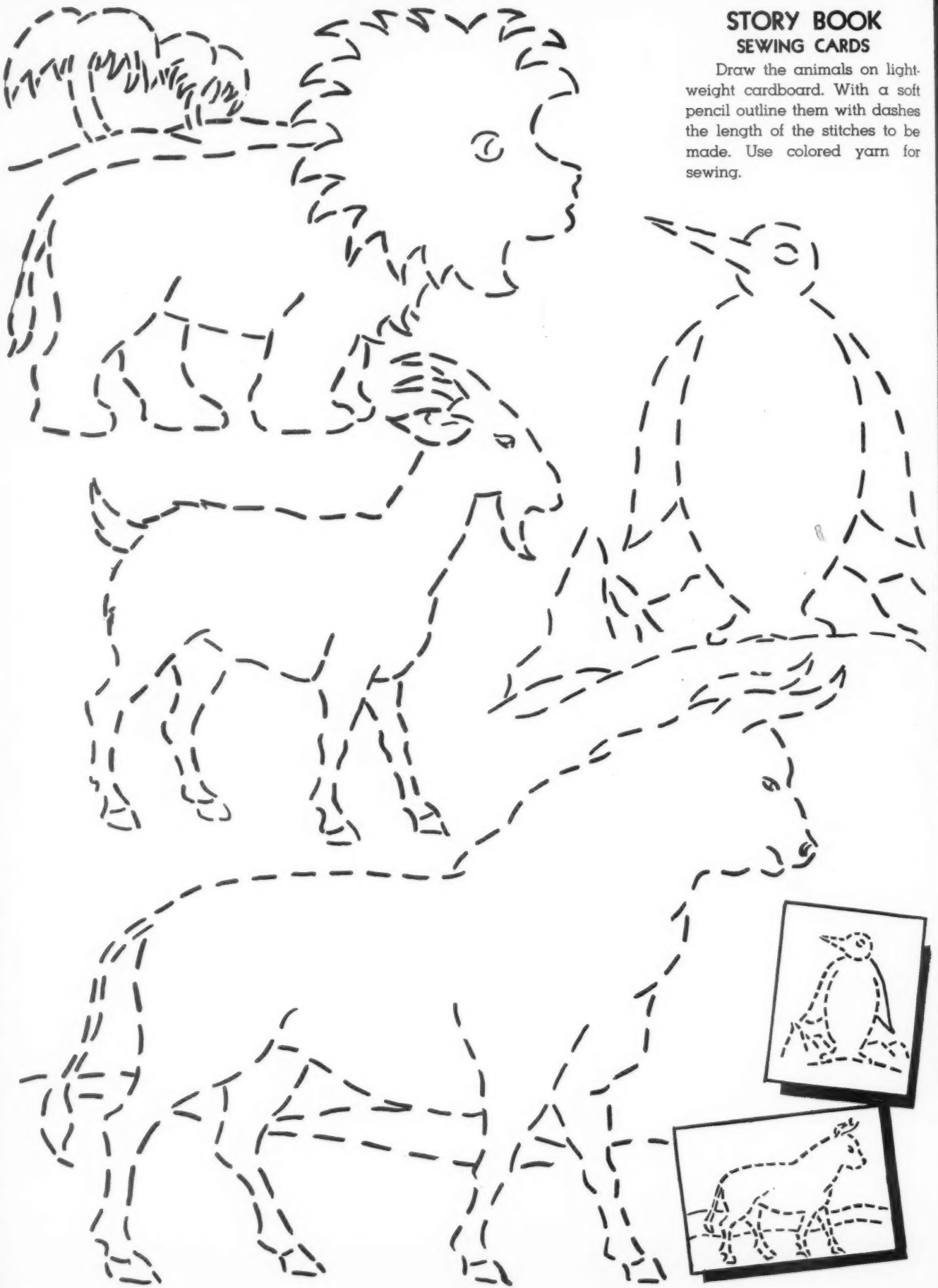
A MEANS OF
TRANSPORTATION
IN BERMUDA



THE
MINIATURE
RAILWAY

STORY BOOK SEWING CARDS

Draw the animals on light-weight cardboard. With a soft pencil outline them with dashes the length of the stitches to be made. Use colored yarn for sewing.



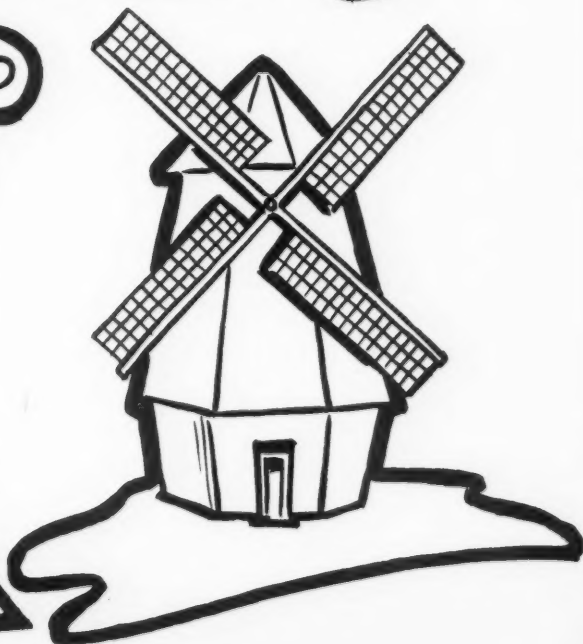
A DUTCH SLEIGH RIDE

By THELMA MORELAND

Farmington, Iowa

A timely poster may be made using these Dutch designs. Draw the figures and color. mount the boy and the sleigh on a piece of construction board, then draw in the background, making the icy canal, the banks with windmills and trees, and perhaps houses. The designs might be used on a sand table. Jan's jacket is blue, his cap and scarf red, and his mittens green. His trousers are light brown, his skates gray, and his shoes black. Baby Betje has a red coat and hood trimmed in white. Her blanket is sky blue and her mittens pink. The sleigh is yellow with green trimmings. Both children have yellow hair.

Use the following story: It is winter time in Holland, the land of dikes and windmills. The canals are frozen over and the Dutch children make the most of skating and winter sports. Here is little Jan giving his baby sister, Betje, a jolly ride in the old fashioned, wooden sleigh in which their father rode when he, too, was a tiny chap.



SPATTERWORK

By DORIS R. HANSON
Osceola, Nebraska

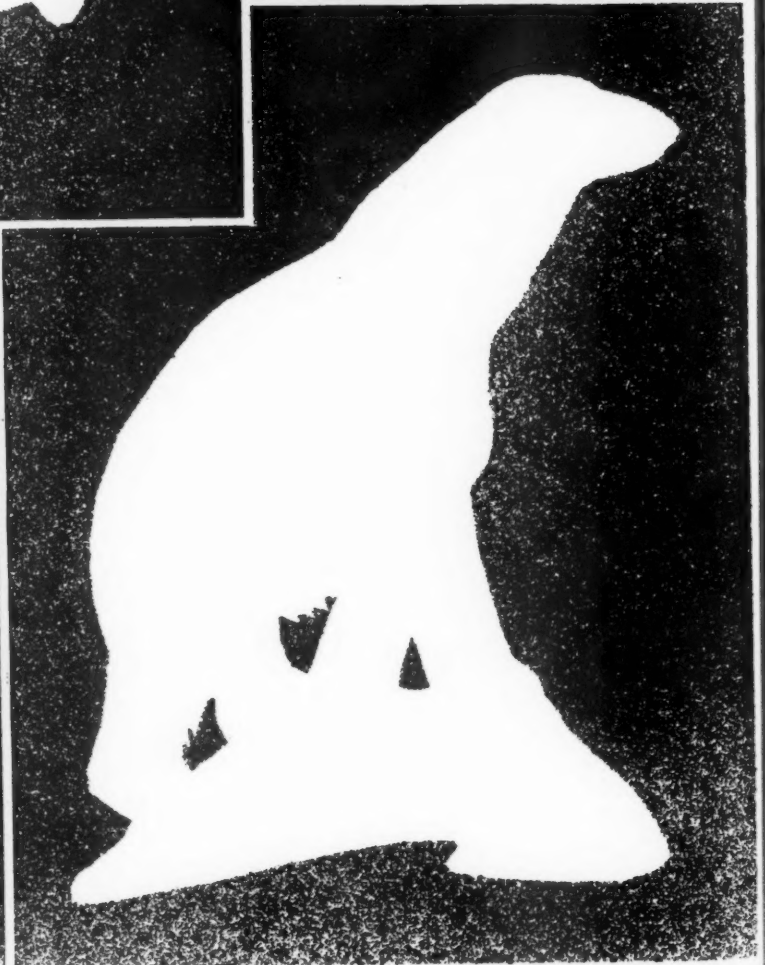
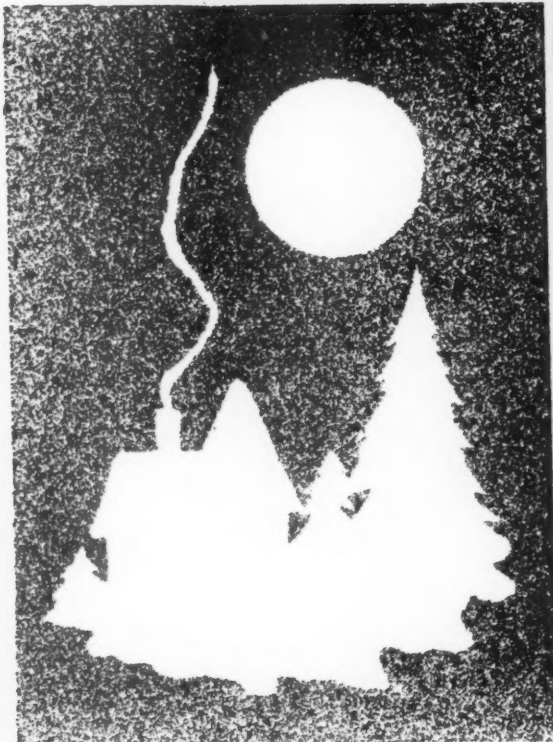
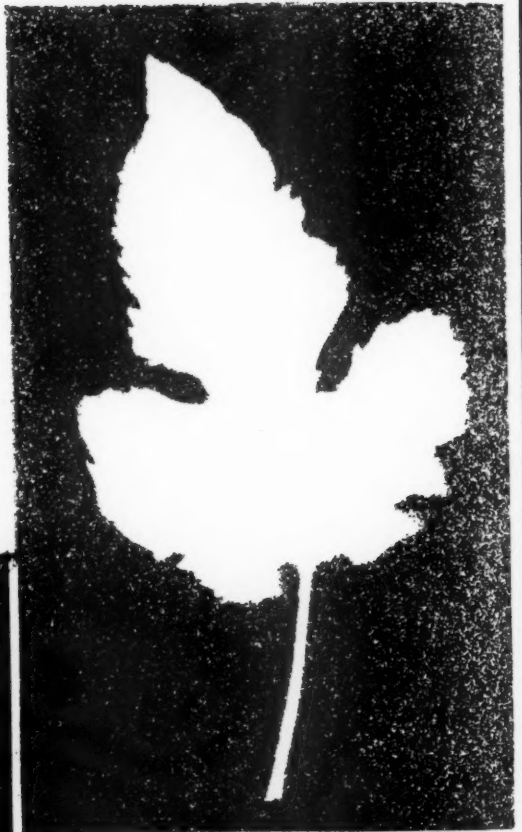
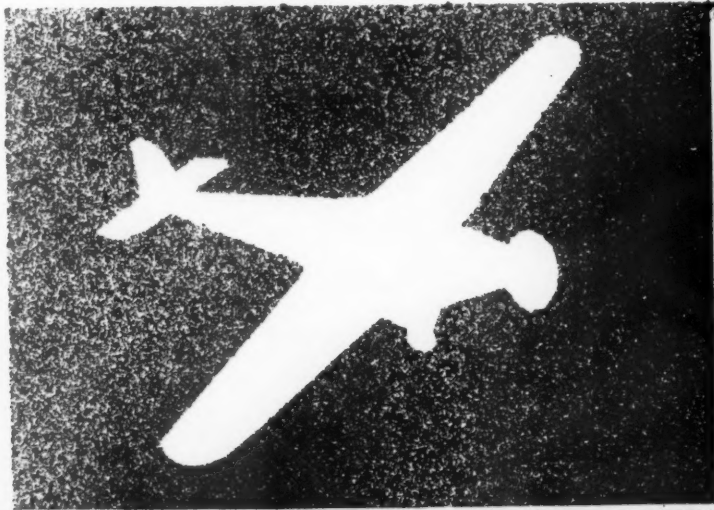
Last autumn the children gathered leaves and pressed them, making a booklet with the following verse on the first page:

"Come little leaves," said the
wind one day,
Come o'er the meadows with me
and play;
Put on your dresses of red and
gold,
For summer is gone and the
days grow old."

To vary the pages of these booklets, we made some of the pictures with spatterwork paintings. To do this we made a wooden frame 12" square and 3" deep. Over this we placed a piece of fine screening. The pressed leaf was

laid in the center of a piece of colored construction paper with a paper frame around the edge. A toothbrush was carefully dipped in ink and rubbed with light strokes over the screen. The spatters fell on the exposed paper while the design and border remained plain.

So popular was this project we have carried the work over into the winter months. Pieces of pine, spruce, and cedar were used. Silhouettes of animals were cut to be placed on the construction paper; and in our study of transportation, the horse having given us the idea, we made a frieze showing boats, automobiles, trains, wagons, bicycles, and airplanes.



Teacher's Corner

NEWS AND DISCUSSION OF INTEREST TO TEACHERS

We are here to serve the teachers. Help us to help you!

Teachers are invited to send to this department, ideas and suggestions that will be helpful and interesting to teachers. One dollar will be paid for each contribution accepted. Send your ideas and suggestion for this page to Teacher's Corner, JUNIOR ARTS AND ACTIVITIES.

During the past year many teachers submitted their ideas and suggestions for this page, as well as many of the projects that have recently appeared. From the many letters we have received, I know our subscribers have found the suggestions very helpful.

We are very grateful for this co-operation. It has helped us build a more useful and helpful service to you.

SIMPLE EXPERIMENTS WITH ELECTRICITY

by
PATRICIA HINDMAN
Pittsburgh, Pennsylvania

In studying about magnetism and electricity these very simple experiments made the following learning elements better understood:

(a) Electricity can be made by friction (b) Some materials are conductors, some are non-conductors (c) A magnet is a compass (d) Two kinds of electricity, one at rest, one in motion, are used to light our homes, to help keep them clean, to send messages, to print newspapers, guide airmen and ships, to run trains and do many other things.

Experiment I: Rub a fountain pen or a rubber comb on your woolen sweater or dress. Tear paper into bits and hold the pen or comb over them. See the bits of paper fly up to meet them. It is electricity made by friction that makes them fly. This is called electricity at rest because it stays on the things that are rubbed. To move, electricity has to have certain kinds of wire to carry it. Turn on the electric light; see the electricity travel in the tiny wire within. Plug in the electric toaster; see the wires get hot. Water runs into your home through pipes which are hollow. Electricity flows along solid copper, iron, or steel wires. A pump pushes the water along. Electric cells and generators pump the electricity. Rubber, cotton goods, and glass do not carry electricity; they are non-conductors.

Experiment II: Make a tiny boat from a slice of cork with a paper sail fastened to a pin which the magnet

will not pick up. Rub a needle with a magnet and place it on the boat. Have the boat set sail on a pan of water and watch in which direction the boat turns. Hold the magnet near the boat and pull the boat over the water.

REINDEER LAND

by
ALICE REGAN
Lincoln, Nebraska

When the children return to school after the holidays they are most interested in reindeers, Santa's helpers. We locate Lapland, the reindeer country, on a large map and on a reindeer drawn on the board list the things which the reindeer provides for the Lapps: Meat, milk, butter, cheese, skin for clothing, tents, blankets, and harness, tendons for thread, horns and hoofs for spoons, dishes, and glue, bones for farm and hunting tools.

We discuss how the reindeer eats moss, quenches thirst with snow, how his horns protect him from enemies, how his feet spread out when he walks on the snow and helps him swim in summer, and how the horny part helps him dig holes to get moss. The Lapp holds him with a lasso while the reindeer is milked. The milk is so thick it must be "watered."

LEARNING TO TELL THE TIME

by
KATHLEEN LOMAN
Ventura, California

In my third grade I find the thing that interests the children most when learning to tell the time, is to have each child make his own clock. From 12 x 18 construction paper, they cut a framework for their clocks, the design depending upon the child's own choice. I tell them the best to make are either round ones with long bases like we have on our mantels, or long ones like a tower. They then draw the faces, in chalk first. Some have round faces, some have square, depending upon the design of the framework.

Next they chalk in the figures XII, VI, III, and IX which helps considerably in placing the other figures. When all these are properly placed, they color all chalk lines with black crayola. Black construction paper is used for the long hand and a contrasting color for the short hand. When made, the two are pinned through the middle of the clock face by means of a paper fastener. An imposing, practical clock is the result.

As soon as a child learns to tell

QUOTATION FOR THOUGHT

*Life is measured by
thought and action, not
by time.*

—LORD AVEBURY.

time and knows the Roman numerals, he is allowed to take his clock home to hang up in his bedroom. Most children learn to tell the time within a week of making a clock.

A DEVICE FOR CREATING INTEREST

by
E. LUCYLE KNOX
Atlanta, Georgia

In order to arouse the listless, indifferent children I use this device. At intervals I ask every one to take out a piece of paper and a pencil. When all are ready, we see who can write the most words in five minutes, beginning with the letter "A" or some other letter at different times. I find this not only helps to bring back the listless child but helps to speed up spelling and writing as well.

SAFETY FIRST POSTER

by
IONE BENESH
Monticello, Iowa

A very attractive poster was made by my third grade. To make one like it, paste a large black cat with orange eyes on a piece of tag board. Print below it:

A cat has nine lives
You have only one
Take care of it!

Other posters calling for creative rhymes arranged along the top of the blackboard might be used in playing "Safety Town" where citizens come and go about their work. Children can impersonate the citizens, the safety director, policeman, Boy Scouts, the fathers and mothers, the children going to school, and so on. Make identification cards to carry with them in case of accident.

For additional information regarding price, and materials for use of art boards and making palm trees send self addressed stamped envelope to Pyramid Crafts, 209 South State St., Chicago. State number of trees, the size planned, etc. Be specific about project.

A HAPPY DAY

by ELIZABETH OBERHOLTZER

Milroy, Pennsylvania.

To train my class in sight reading I used the following musical story which I found very helpful and which I wish to pass on to others:

One sunny morning Tommy woke up early and jumped out of his little white  He washed his hands and  and ate his breakfast. He ate an  for his breakfast. "Now I must  my lambs," he said. So he took some  from a big  and  his little lambs. The lambs said, "  , " and ate up all the  Then Tommy  his little dog, Tippy. He made Tippy sit up and  . When Tippy sat up and  Tommy gave him a piece of  . Tippy said, "Bow-wow! and ate up all the  A  flew into Tommy's  but it did not sting him. Tommy caught the  and put him in a little  . He  him sugar water and let him fly away again. The  liked the sugar water. Tommy waved his hand to the  lady who rode by every day in a  The lady smiled at Tommy. "She is a lovely old lady," said Tommy to Tippy. By this time the daylight began to  , so Tommy  the lambs and Tippy, and ate his own supper. Then he washed his hands and  and climbed into his little white 

"What a very happy day," smiled Tommy, and he fell fast asleep.

A CHECK FOR THE READING PROGRAM

The National Committee on Reading recommends supplementary recreatory books to enrich the experiences of the children. Have the class identify the books with their author by placing the number which appears before the title in the column to the right of the authors. For example, the number 1 has been placed opposite the correct author.

1	Little Women	Sewell	
2	Tom Sawyer	Defoe	
3	Uncle Tom's Cabin	Kipling	
4	Alice in Wonderland	Alcott	1
5	Snow White	Clemens	
6	Pinnocchio	Carroll	
7	Robinson Crusoe	Grimm	
8	Jungle Book	Spyri	
9	Black Beauty	Collodi	
10	Heidi	Stowe	

Key: 1. Little Women—Alcott. 2. Tom Sawyer—Clemens. 3. Uncle Tom's Cabin—Stowe. 4. Alice in Wonderland—Carroll. 5. Snow White—Grimm. 6. Pinnocchio—Collodi. 7. Robinson Crusoe—Defoe. 8. Jungle Book—Kipling. 9. Black Beauty—Sewell. 10. Heidi—Spyri.

GOOD TEACHERS—SUPERVISORS



WM. RUFFER, PH. D. MGR.

Write For Information and Enrollment Card
Unexcelled Service — Established 1906
Copyright Booklet "How To Apply, etc." Free to
Members, 50c to Non-Members.
Every Teacher Needs It.

Largest, Most Successful Agency In The West

**WE PLACE YOU IN THE
BETTER POSITIONS**

WRITING, PAST AND PRESENT

By Carroll P. Gard, M.A.

"Writing, Past and Present" tells the entire story of man's struggle to learn to express his thoughts on paper. From the primitive carvings of the American Indian through the classical inscriptions of the Greeks and Romans, up to the varied means of expression we enjoy today. It gives the answers to all the fascinating questions about the origin of our alphabet, the development of writing materials and tools and the growth of instruction in handwriting.



A list of problems and activities at the end of each chapter will help you with your lesson plans. This study correlates perfectly with handwriting, geography, science and social studies.

\$1.00 Postpaid

Junior Arts and Activities

740 RUSH ST.

CHICAGO, ILL

Ready to Use - Master Copies

HECTOGRAPH WORKBOOKS

Unconditionally Guaranteed
ALL GRADES - ALL SUBJECTS
Printed In Duplicating Ink

Order These Workbooks Today!

READING— 60 Pages — Each Grade \$1.25

A. B. C. Pre-Primer, Grades 1, 2, 3 and 4 (Specify Grade).

ARITHMETIC— 60 Pages — Each Grade \$1.25

Grades 1, 2, 3, and 4 (Specify)

LANGUAGE DRILLS— 60 Pages — Each Grade \$1.25

Grades 3, 4, 5, and 6 (Specify).

SPECIAL ACTIVITY UNITS \$1.00
32 Pages — Each Unit \$1.00

Holland, China, Pioneer Days, Indians, Eskimo, Health, Birds, Flowers, Zoo, Transportation, Playhouse, Farms, Hectomaps, etc.

Hectograph Supplies

Film, \$1.00 each - 2 or More, 75c each
Carbon Paper, 6 sheets 5 c; 12 for 85c
Refill Composition, lb. 75c; 2½ lb. 1.50

Send for Complete Catalogue

Hayes School Publishing Co.
714 NORTH AVENUE - WILKINSBURG, PA.



SCHOOL ACTIVITIES

Harry C. McKown, Editor
C. R. Van Nice, Mgn. Editor

A Journal of
Ideas and Objects

for the School as a

CHARACTER AND CITIZENSHIP Laboratory

in which

Student Council, Clubs, Homerooms, Athletics, Music, Debate, Publications, Trips, Dramatics, Assembly, Financing Activities, and Social Events make democratic settings and life situations typical of the American way of living and working together.

Subscription Price - \$2.00



SCHOOL ACTIVITIES
PUBLISHING COMPANY

1515 LANE STREET

TOPEKA, KANSAS

VICTOR RECORD CORRELATIONS

Fairy Tale Music:

Hansel and Gretel — Gingerbread House Music — 22175
Mother Goose: (Ravel) Sleeping Beauty; Hop-o'-myThumb — 7370 — Beauty and the Beast; The Fairy Garden — 7371.

Sleeping Beauty Waltz (Tchaikowsky) — 6872

Dance of the Gnomes (Liszt) 24797

March of the Dwarfs (Grieg) 22177

Dwarfs (Reinholdt) — Fairies (Schubert) — 19882

Musical Dramatizations:

Little Red Riding Hood — Sleeping Beauty — Cinderella — B, 7928-9, 30. Container BC-4.

Time Music:

Dance of the Hours (From "La Gioconda") — Around the Clock in ballet time — 11833

In a Clock Store — A grandfather clock is the hero — 35792

Clock Symphony (Hayden) —

7077-80

At Twelve O'Clock (New Year) — 4289

Winter Music:

Skater's Waltz — 21938

Skating — 20401

The Skaters (Rameau) — 25453

Cold Winter Days (Slovak folk song) — 25311

Snowy Afternoon (Stringham) — 25309

Tracks in the Snow — 20623

Winter — 25300

Imitative Rhythms:

Jacky-Frost (Grades I and II) — 20073

The Clock (Grade III) — 19831 or 20399

Recognition of Theme:

Cuck-Coo Clock (Grade IV) — 20213

CORRELATED MUSIC

Toboggan Slide — King Winter — Welcome to the New Year — Second Book, The Music Hour. Silver. A Sleigh Ride—First Book. Snowballs—Songs of Childhood. Ginn. Snow at Night — Same.

Winter Rules the World — Music of (Grades 4-8)

Many Lands and Peoples. Silver.

Winter Day — Books of Songs, Fourth Book. American (Grades 5-8)

Rhythmic Play:

Skating Song (Skiing) — Junior Laurel Songs. Birchard. (Grades 1-3)

Jingle Bells (Sleigh-riding) — Twice 55 Community Songs, The Brown Book. Birchard

Music Appreciation:

Manual (Teacher's book) — Damrosch. Hinds. Walter Johannes Damrosch, born January 30, 1862, musician and conductor has done more than any other person for the advancement of music in America through his work with the children.

CLAY MODELING AND POTTERY

Book IV of the Primary
Industrial Arts Series

Clay Modeling and Pottery is a very instructive booklet that will be helpful to the Primary teacher. The directions and suggestions will enable you to help your pupils to do good construction work and profit by related study.



A 47 page booklet containing many interesting illustrations.

Price 50 cents Postpaid

BIRD HOUSE PROBLEMS IN BLUE PRINT FORM

A portfolio of 16 plan sheets for 16 bird houses. Easy to construct—Attractive—Instructive.

Price 50 Cents Postpaid

BOYS CAN BUILD BIRD HOUSES—

A 62 page booklet containing many illustrations of birds and bird houses. Also contains directions for making many types of bird houses. A very helpful and instructive booklet.

Price 65 Cents Postpaid

B. BAKER

6916 Lakewood Avenue
CHICAGO - ILLINOIS

Did You

*enjoy the Admiral Byrd-
Antarctic material in this
issue? There will be more
in the following issues, and
similar material on other
contemporary heroes. Be
sure to tell your teacher
friends about it so they
can subscribe to Junior
Arts and Activities NOW
and not miss a single im-
portant issue.*

ANSWERS TO JANUARY TRAVEL QUIZ

1. The Great Salt Lake
2. 60
3. A two-wheeled carriage
4. Zion National Park
5. Eucalyptus trees
6. Go to Jasper Park
7. Harrodsburg, Ky.
8. 60 miles
9. Lebanon, Kans.
10. Idaho
11. Waterton Lakes Park
12. Salem, Mass.
13. Rockies
14. Snow crested
15. John Smith
16. "I'm glad they changed it to Mississippi."
17. Mt. Baker
18. 483
19. Spokane
20. Texas-Arkansas
21. Solomon Temple
22. About 3,000
23. Slip it over your head. (It's a brightly colored garment with a hole in the middle to slip over the head. Central American.)
24. San Diego
25. Victoria
26. Lake Wales, Fla.
27. Helena, Mont.
28. A scarf (Mexican)
29. Yosemite
30. 1588

HAPPY DAYS IN HOLLAND

A NEW READER
FOR THE
HOLLAND UNIT



A social studies reader for the third and fourth grade curriculum. The story concerns a trip made by two American children, who, with their family, visit Holland, the land of their mother's birth. In both picture and narrative, Jane and John are carried from home to New York, aboard ship, and then to Holland to see their Dutch cousins, Freda and Pieter, and other relatives.

The text is carefully illustrated with actual photographs which picture the paradoxical Holland of today, with its mixture of quaint costumes and modern dress, aggressive industrialism and sturdy fishing and dairying, pastoral scenes and bustling cities.

A BEAUTIFUL BOOK

Cloth, 204 pages, with 53 illustrations from photographs by the author and others, a colored frontispiece and decorated end sheets.

Price 75 cents

Send your orders to

Junior Arts and Activities
740 RUSH ST. CHICAGO, ILL.

GET YOUR COMPLETE SET

12 BEAUTIFUL ANIMAL PICTURES

Each picture measures 7x9 inches. Printed on a durable **heavy** paper stock. The illustrations are printed in black—the borders are printed in a delightful color. The combination must be seen to be appreciated. The 12 prints are enclosed in an attractive glassine envelope.

Every teacher will want this distinctive set of animal pictures. They have many practical and helpful uses. They are ideal for activity work in connection with the teaching of elementary science, social studies, history, geography, and nature study.

A COMPLETE SET OF 12 PICTURES

30c

Postpaid

Special Price:

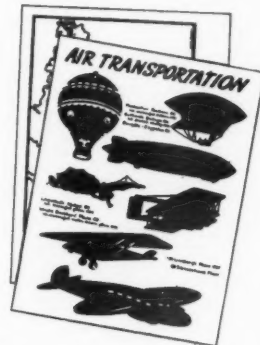
You will receive a complete set of 12 animal pictures, exactly as described above, for only 15c when ordered with your new or renewal subscription to the JUNIOR ARTS AND ACTIVITIES magazine.



Here are a few of the subjects: Elephant, Beaver, Tiger, Kangaroo and Giraffe.

PRINTED PROJECT SHEETS FOR THE STUDY OF TRANSPORTATION

These clearly printed project sheets have met with favor with so many teachers. At this low price you can afford to supply your pupils with individual work sheets. Saves your time and energy. These project sheets give the children things to do along with the study of transportation.



SUBJECTS

Scrapbook
Transportation In Other Lands (Map)
Development of Air Transportation
Development of Transportation in U.S.
(Map)

FREE

A two-page study outline free with order of a supply of all four sheets.

These project sheets are clearly printed in black ink on one side of the sheet. Order a supply, sufficient for each child in your class.

1 SET, CONSISTING OF THE 6 SHEETS
10 cents

A DOZEN SHEETS, ANY SUBJECT
15 cents

JUNIOR ARTS AND ACTIVITIES
740 RUSH STREET - CHICAGO, ILL.

ve
At
ply
ts.
ect
ng